

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.

MA Storyboarding & Previsualisation

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London / Escape Studios
3. School responsible for management of the programme	School of Engineering and Digital Arts
4. Teaching Site	Escape Studios, Pearson College London
5. Mode of Delivery	Full-time
6. KentVision Academic Model	<i>To be completed in due course, once approved by the University</i>
7. Programme accredited by	n/a
8. a) Final Award	MA Storyboarding & Previsualisation
8. b) Alternative Exit Awards	PG Diploma in Storyboarding & Previsualisation PG Certificate in Storyboarding & Previsualisation
9. Programme	MA Storyboarding & Previsualisation
10. UCAS Code (or other code)	
11. Credits/ECTS value	MA 180 credits (90 ECTS) PG Dip 120 credits (60 ECTS) PG Cert 60 credits (30 ECTS)
12. Study Level	Level 7
13. Relevant QAA subject benchmarking group(s)	N/A
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	November 2018
15. Intended Start Date of Delivery of this Programme	September 2019

16. Educational Aims of the Programme

The programme aims to:

This postgraduate programme of study aims to enable students to develop advanced level, knowledge, skills and understanding within the field of storyboarding and previsualisation, and to

equip them to become a well-qualified professional able to take a lead in developing and exploiting existing and emerging pre-production techniques. The unique nature of this programme means that students will study under the supervision of tutors with industry experience and with industry standard tools and technology. Their major projects will involve professional briefs and assets set in consultation with industry partners.

The programme aims to provide opportunities for students to apply specialist skills and knowledge across specific areas of storyboarding and previsualisation, and to demonstrate critical judgment, research ability and proficiency in project management.

The programme aims to:

- Provide a supportive, structured environment in which students are encouraged to further develop independent learning skills in a studio environment;
- Develop deep level subject knowledge and understanding, discipline skills and personal transferable skills;
- Enhance employability by developing a skillset focused on industry and with support to develop their personal portfolio. Reflect an inclusive and innovative approach to learning, teaching and assessment practices.

17 Programme Outcomes

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

A. Knowledge and Understanding of:

- A1. Advanced concepts, theory and techniques involved in the storyboarding process and previsualisation process;
- A2. Emerging theory, techniques and approaches for storyboarding and previsualisation
- A3. The relationships between storyboarding, previsualisation and the production pipeline.
- A4. The history and conventions of visual storytelling.

Skills and Other Attributes

B. Intellectual Skills:

- B1. Critically evaluate and select 3D software tools and techniques for storyboarding and previs
- B2. Critically evaluate and select storyboarding and previsualisation techniques needed to complete a complex production project

C. Subject-specific Skills:

- C1. Create storyboards and previs for use in a film, TV or digital media project using professional tools and techniques
- C2. Understand and apply the principles of visual storytelling in a production environment

D. Transferable Skills:

- D1. Manage complex processes and tasks to deliver a project to a defined brief
- D2. Communicate complex creative and technical information to a variety of audiences
- D3. Demonstrate advanced practical abilities in the implementation of a collaborative project

UNIVERSITY OF KENT

On completion of Stage Two, students will have, in addition to the learning outcomes of Stage One:

A. Systematic Knowledge and Understanding of: (Subject-specific knowledge and understanding)

A5: the potential advancements in storyboarding and previsualisation and their impact on the production process.

A6: the legal, ethical and practical requirements of a practicing professional artist.

B. Intellectual Skills: (Subject-specific intellectual skills)

B3: research and critical evaluation of emerging theory and practice in the field of storyboarding and previs.

B4: technically and critically analyse and solve problems in the absence of full information and under conditions of uncertainty.

C. Subject-specific Skills: (Practise and professional skills)

C3: implement a complex storyboarding/previs sequence to a professional standard.

C4: organise and manage a project within a professional production pipeline with evolving constraints and requirements.

D. Transferable Skills: (Non-subject specific key skills)

D4: organise and schedule resources effectively to a high standard in the presence of uncertainty.

D5: communicate complex technical and creative information in a structured and effective way to a variety of audiences.

D6: manage their own development and identify learning requirements and take independent action to address these.

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Theory, concepts, principles and practice are explored within a working environment and under the supervision of tutors with industrial experience. Knowledge and understanding is explored through practical examples in the studio, using examples, demonstrations and analysing student work in the context of the underlying theories and supported by exercises and directed reading, an approach similar to 'action learning' [<https://www.heacademy.ac.uk/knowledge-hub/action-learning-0>]. Professional and personal skills are developed through discussion and project work which involves problem solving and design exercises.

A particular strength of this programme is the contribution made to the teaching programme by successful practising industry professionals.

Each 30-credit module on the programme requires students to commit 300 hours of study. Some of these hours will be formally supervised in the learning environment and others will involve students carrying out private study.

Assessment is based on practical project work and a written reflective record of this work, along with documentation and presentation of their research and investigation. These methods are chosen so that students may demonstrate the learning outcomes of each module which are focused on the

UNIVERSITY OF KENT

research skills, decision making and process implementation involved in successful project completion.

Learning Resources

Teaching will take place in an environment with up-to-date hardware and software with regular update and replacement cycles and other industry-standard facilities. The involvement of key companies in the field will assure of the quality of the learning environment and resources.

E-learning will be a central element in the delivery of modules within the framework via on-line via forums, blogs (industry and academic) and industry publications. Where necessary, students will be supplied with links to relevant on-line sources either via Blackboard, social bookmarking software or other web-based collaborative software. Use of external resources and technology, such social networks and instant messaging systems will feature in modules as appropriate.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

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

The programme covers a range of specialist topics, leading to the qualification of a Masters degree. This includes three classroom based modules, a collaborative project and a 3-month production project.

The programme is divided into two stages. Stage1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit Production Project module. 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 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Compulsory modules are core to the programme and must be taken by all students studying the programme. The modules of Stage 1 are delivered sequentially, with the contact time of each module being completed before the next module begins.

Each module and programme is designed to be at level 7. 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 a masters' degree, students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 60 credits (excluding the Production Project) will be eligible for an alternative exit award of Postgraduate Certificate in Storyboarding & previsualisation. Students who obtain 120 credits, but excluding the Production Project, will be eligible for the alternative exit award of Postgraduate Diploma Storyboarding and Previsualisation.

No modules may be condoned or compensated.

UNIVERSITY OF KENT

This programme has flexible start dates which may vary from year to year. There will typically be one start date in the Autumn, which will be in August, September or October and another at the start of the calendar year, which will be in January or February.

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
SB7001		Introduction to Storyboarding	7	30	1
SB7002		Advanced Storyboarding	7	30	1
SB7003		Previsualisation	7	30	2
SB7004		Studio Project	7	30	2
Stage 2					
Compulsory Modules					
SB7005		Production Project	7	60	3

19 Work-Based Learning

Work-based learning is not structurally part of the programme, 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.

20 Support for Students and their Learning

- Escape Studios / Pearson College London induction programme
- 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/pca.html>
- Careers and Employability <https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html>

21 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.

21.1 Entry Route

For current information, please refer to the prospectus

All applicants are expected to have:

UNIVERSITY OF KENT

an Honours Degree containing a significant component in the field of art, animation or related discipline of an approved degree-awarding body;

OR

equivalent industrial experience in the field of creative media or a related area.

Applicants will be expected to submit a portfolio of work to be assessed and attend an interview that will be carried out by members of the teaching team.

Non-native English Speakers

Applicants 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.

Diversity

Pearson College London 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.

APL

Applicants may be admitted on to the programme, or may gain exemptions from particular modules, based on APL. Such cases are subject to prior approval by the University of Kent according to its APL process. See:
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html>.

21.2 What does this programme have to offer?

This programme of study is delivered by Escape Studios, who are certified trainers for Autodesk software and have been delivering training to the industry for 15 years with great success, and have well-developed links with the animation and visual effects industry.

This programme has been designed through close consultation with industry professionals and is based on many years' experience of delivering highly focused educational programmes for the animation industry.

The programme has been devised to ensure that student projects feel like real industry projects. Pearson College London / Escape Studios' existing pedagogy was adapted to incorporate elements of project-based delivery. Escape Studios' connection with the industry, combined with the expert instruction from existing tutors provides a powerful and practical student learning experience.

This Programme has been developed through engagement with industry partners such as Framestore, Cinesite, Pixar, Blue Zoo, and Jellyfish Animation. Every effort has been made to ensure that the Programme content is relevant to the current state of the industry, with

ongoing consultation and support. Students will benefit from industry mentors, to ensure a continuing dialogue with industry, both in terms of Programme content and the changing shape of the job market.

Cross-disciplinary collaboration

Escape Studios offers MA Programs in Animation, Games and Visual Effects, and it will very likely be possible for storyboard & previs students to collaborate with students from these other disciplines. Such cross-programme collaborations are strongly encouraged, as they help to replicate the real-world experience of an animation studio. However, collaborations of this kind will likely depend on ad-hoc arrangements between students as and when opportunities arise.

Assessment and industry

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. 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 the programme will be ready for work. They will have a deep technical

- knowledge of their craft and will have the ability to work collaboratively with people in adjacent roles and fields.

21.3 Personal Profile

Applicants should exhibit:

- A passion for creative industries, especially animation, games and VFX
- An intellectual interest in the history, theory and practice of film-making
- The ability to adapt and change with varying circumstances
- A thirst for knowledge and a desire to solve complex problems
- Enthusiasm for collaborative and team working
- A desire to shape the future of visual storytelling

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 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>

UNIVERSITY OF KENT

- QAA Higher Education Review

22.2 Committees with responsibility for monitoring and evaluating quality and standards

Committees at the University of Kent include:

- School Graduate Studies Committee
- Faculty Graduate Studies Committee
- Graduate School Board
- Faculty Board
- Board of Examiners

Committees at Pearson College London include:

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

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

- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations

22.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Industry contact and experience
- Academic Practice Provision (PGCHE, ATAP and other development opportunities)
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars

23 Indicators of Quality and Standards

- PCL QAA Higher Education Review Plus report May 2014
- QAA Educational Oversight Report May 2015

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

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- Pearson College London

24 Inclusive Programme Design

Pearson College London recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Additional Learning Plans (ALPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

Template last updated July 2018

UNIVERSITY OF KENT

Module Mapping: *MA Storyboarding & Previsualisation*

			Stage 1				Stage 2
			SB7001	SB7002	SB7003	SB7004	SB7005
Stage 1	Knowledge and understanding	A1	X	X	X		
		A2		X		X	
		A3	X				
		A4	X				
	Intellectual skills	B1	X	X	X	X	
		B2		X	X	X	X
	Subject-specific skills:	C1	X	X	X		
		C2		X	X	X	
	Transferable skills	D1	X	X	X	X	
		D2	X	X			
D3					X		
Stage 2	Knowledge and understanding	A5					X
		A6					X
	Intellectual skills	B3					X
		B4					X
	Subject-specific skills	C3				X	X
		C4				X	X
	Transferable skills	D4				X	X
		D5			X	X	X
		D6					X