

Course Specification: Undergraduate Taught Courses of Study

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Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they pass the course. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course 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.

BA/MArt (Hons) The Art of Visual Effects
 BA/MArt (Hons) The Art of Video Games
 BA/MArt (Hons) The Art of Computer Animation (3D)
 BA/MArt (Hons) The Art of Computer Animation (2D)

Required Information	Data
1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Pearson College London (PCL) (Escape Studios)
3. School/Division responsible for management of the course	School of Engineering, Division of Computing, Engineering and Mathematical Sciences
4. Teaching Site	Pearson College London (PCL)
5. Mode of Delivery	Full-time
6. KentVision Academic Model	<i>To be completed in due course, once approved by the University</i>
7. Course accredited by	N/A
8. a) Final Award	MArt, BA (Hons)
8. b) Alternative Exit Awards	BA (non-Hons) Certificate of HE in the Creative Industries Diploma of HE in The Art of Visual Effects, Diploma of HE in The Art of Video Games, Diploma of HE in The Art of Computer Animation (3D) Diploma of HE in the Art of Computer Animation (2D)

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9. Course	<p>I702: BA (Hons) The Art of Visual Effects</p> <p>I703: MArt (Integrated Masters) The Art of Visual Effects</p> <p>I630: BA (Hons) The Art of Video Games</p> <p>I631: MArt (Integrated Masters) The Art of Video Games</p> <p>I700: BA (Hons) The Art of Computer Animation (3D) BA (Hons) Art of Computer Animation (2D)</p> <p>I701: MArt (Integrated Masters) The Art of Computer Animation (3D) MArt (Integrated Masters) The Art of Computer Animation (2D)</p>
10. UCAS Code (or other code)	<p>I702: BA (Hons) Art of Visual Effects</p> <p>I703: MArt (Integrated Masters) Art of Visual Effects</p> <p>I630: BA (Hons) Art of Video Games</p> <p>I631: MArt (Integrated Masters) Art of Video Games</p> <p>I700: BA (Hons) Art of Computer Animation (3D) BA (Hons) Art of Computer Animation (2D)</p> <p>I701: MArt (Integrated Masters) Art of Computer Animation (3D) MArt (Integrated Masters) The Art of Computer Animation (2D)</p>
11. Credits/ECTS Value	<p>360 (180 ECTS) BA</p> <p>480 (240 ECTS) MArt</p>
12. Study Level	Levels 6 and 7
13. Relevant QAA subject benchmarking group(s)	<p>Art and Design (level 6) 2020</p> <p>Business & Management (level 7) 2019</p>
14. Date of creation/revision <i>(note that dates are necessary for version control)</i>	September 2015 / revised January 2022/v2

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15. Intended Start Date of Delivery of this Course	September 2022
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16. Educational Aims of the Course
<p>The overall aims of the course are to educate pioneering minds for the creative industries, thriving on visual adrenaline.</p> <p>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 fourth year (MArt) focusing on their practical application in existing and innovative new businesses.</p> <p>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.</p> <p>Graduates from this course will be recognisable from 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, Computer Animation (3D or 2D), 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.</p> <p>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.</p> <p>Stage 3 prepares students to work in the creative industries, with a 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.</p> <p>For those that are registered on the MArt course, Stage 4 will focus on the business and entrepreneurial skills they will need to work at and build innovative companies in the creative industries.</p>

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17. Course Outcomes

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

The course outcomes have references to the Subject Benchmarking Statement for Art and Design (SBSAD, level 6, 2020) and Business & Management (SBSBM, level 7, 2019).

Stage 1 – Level 4 – Certificate in Creative Industries

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

A: Knowledge and Understanding of

1. The fundamentals of the creative process and its application to the creative industries (SBSAD 6.4,6.5)
2. Fundamental theories, principles and tools relevant to the creative industries (SBSAD 6.6)
3. The role of each element in a fundamental production process/pipeline (SBSAD 6.5,6.6)

Skills and Other Attributes

B: Intellectual Skills

1. To evaluate fundamental solutions to solve creative and technical problems (SBSAD 6.4)
2. To deliver basic briefs and present the solutions (SBSAD 6.4,6.8)
3. To improve their craft through instruction and experimentation (SBSAD 6.8)

C: Subject-specific Skills

1. To produce discipline-specific work to a basic standard (SBSAD 6.8)
2. To give and receive basic feedback on creative and technical work (SBSAD 6.6)
3. To engage in personal and professional development and learn from their professional community (SBSAD 6.5)

D: Transferable Skills

1. To manage time and resources to deliver a basic project within given constraints (SBSAD 6.6,6.8)
2. To collaborate with others to produce discipline-specific work as a team (SBSAD 6.9,6.10)
3. To communicate basic creative and technical ideas to selected audiences (SBSAD 6.6)

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:

A: Knowledge and Understanding of

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1. The creative process and its application to their discipline (SBSAD 6.5)
2. Established theories, principles and tools relevant to their discipline (SBSAD 6.4,6.6)
3. The role of each element in an established production process/pipeline for their discipline (SBSAD 6.6)

Skills and Other Attributes

B: Intellectual Skills

1. To evaluate established creative and technical solutions to solve a range of problems (SBSAD 6.6)
2. To deliver to a range of briefs and justify their solutions (SBSAD 6.6)
3. To deepen their craft through instruction and experimentation (SBSAD 6.6)

C: Subject-specific Skills

1. To produce a range of work to an industry-standard (SBSAS 6.8)
2. To seek support for personal and professional development and to learn from and contribute to their professional community. (SBSAD 6.8,6.9)
3. To give and receive detailed feedback on creative and technical work (SBSAD 6.5,6.6)

D: Transferable Skills

1. To manage time and resources to deliver a range of projects within given constraints. (SBSAD 6.10)
2. To collaborate with others to produce discipline-specific work as a team and improve their craft. (SBSAD 6.10)
3. To communicate a range of creative and technical ideas to different audiences (SBSAD 6.6)

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:

A: Knowledge and Understanding of

1. The current state of the art in the creative process and its application to their discipline (SBSAD 6.5,6.8)
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 6.5,6.9,6.10)

Skills and Other Attributes

B: Intellectual Skills

1. To critically evaluate emerging creative and technical solutions to solve a range of complex problems (SBSAD 6.6,6.8,6.9,6.10)
2. To deliver to a range of complex and advanced briefs and defend their solutions (SBSAD 6.8, 6.10)

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3. To advance their craft through experimentation and critical reflection (SBSAD 6.6,6.8,6.10)

C: Subject Specific Skills

1. To produce a wide range of discipline-specific work to a professional standard (SBSAD 6.5,6.8,6.10)
2. To give and receive insightful feedback on creative and technical work (SBSAD 6.6,6.10)
3. To take ownership of their personal and professional development and to learn from and advance their professional community (SBSAD 6.10)

D: Transferable Skills

1. To manage resources to successfully meet objectives accommodating changing constraints (SBSAD 6.6,6.9,6.10)
2. To collaborate with professionals and peers to produce high-quality discipline specific work as a team and improve their craft (SBSAD 6.6,6.10)
3. To communicate complex creative and technical ideas to a wide range of audiences (SBSAD 6.6,6.10)

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:

A: Knowledge and Understanding 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.(SBSBM 5.1)
3. Emerging legal and ethical issues in relation to the creative industries (SBSBM 5.1, 5.2)

Skills and Other Attributes

B: Intellectual Skills

1. To solve problems, make 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. (SBSBM 5.2)
3. To reflect deeply both during and after projects and draw conclusions to improve practice, and adjust goals accordingly.(SBSBM 5.1,5.2)

C: Subject Specific Skills

1. To create and manage an agile production process from concept to delivery using established and emerging techniques. (SBSBM 5.1)
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.

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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 5.2)

D: Transferable Skills

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)

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

Escape Studios / Pearson College London's pedagogy has been developed over 20 years of course 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 Experiences (Art & Design)

- Learning and applying fundamental art and design skills to create 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 courses 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.

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- 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 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 courses, there is a term 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 course.

Subsequent years build on these principles and methodology, strengthening the students appreciation of their areas and their knowledge and skills related to their field of practice.

Tutors

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

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

Modules

The courses are built around a logical series of intensive learning experiences, each of which is 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, providing students with the opportunity to learn how 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 experienced professionals. The focus here is on

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the individual and their knowledge and skills, with feedback coming from tutors, peers, and self-reflection.

Tutors lead the Project modules, with input from current industry professionals where appropriate and practical, 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 intellectual and transferable skills are developed. The focus here is on the team and the individual's role in that team. Feedback comes from tutors, peers, self-reflection, and 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 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.

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Environment

Learning takes place mainly in studios that reflect a professional working environment. These may be configured for tutor-led learning or team working. The environment will also include areas for informal collaboration and discussion, as well as areas for individual, quiet working.

Key features are:

- A studio that mirrors the best in the industry.
- Walls that enable sketches, ideas, concepts, and storyboards to be shared.
- Flexible spaces for informal collaboration and meetings.
- Industry-spec workstations that include professional creative software.
- High air, sound, and light quality.
- Screens and speakers for presentation and streaming of visuals.
- Support for remote access to workstations and software.
- Online collaboration tools for working on team projects remotely.

E-learning

Technical support is provided through online learning resources. 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 work, and define actions they will take in future projects. 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.

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Student Representatives

To ensure that the needs and concerns of the students are being taken into account throughout the course, there will be one student representative from each pathway at each stage of study. They will be responsible for collecting and feeding back to the delivery team at regular review meetings.

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

Module assessments will incorporate elements of tutor, peer and self-assessment, with input from industry in team projects. Although the peer and self-marking is a key part of the students' development, all marks are moderated by the tutors to ensure consistency. Team projects will also include a peer-moderation component so that team members can identify and reward contributions within their teams appropriately.

Typical Student Outputs

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 partway 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. Usually 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 discussion, for assessment and moderation.

Assessment Types

Studio Crit.

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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 sometimes 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, or as recorded video/audio with summary notes for groups. The assessor provides written and/or recorded 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, often many more depending on the length of the 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.

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.

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- 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 the final grade. All assessment criteria are derived from the learning outcomes and the project brief.
- Feedback will initially be delivered in person to facilitate discussion and understanding and will always be followed up in written form with the final grading information.

Progression

All modules except for the Stage 1 craft modules are non-condonable/compensatable. Progression through the course will be contingent on students passing each stage.

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 below for details).

Management

Tutors will manage the assessment process, with oversight of the Course Leader, ES academic team, the PCL quality team and the University of Kent 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 team project and including elements to address all the learning outcomes of the original assignment.

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 are defined appropriately.

This course is predominately project-based, so as with any of the Project modules the assessment weighting is divided between tutors, and moderated feedback from industry,

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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 a 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 student, and its integration across the whole course 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 course of study, see the module mapping table, located at the end of this specification.

18. Course Structures and Requirements, Levels, Modules, Credits and Awards

This course is studied over three years (BA) or four years (MArt) full-time.

The course is divided into three/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 associated with 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. For further information on modules and credits refer to the Credit Framework.

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

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Students successfully completing Stage 1 of the course and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate of HE in the Creative Industries. Students successfully completing Stage 1 and Stage 2 of the course and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma of HE in their specific pathway (The Art of Video Games / Computer Animation / Visual Effects). Students successfully completing Stage 2 of the course 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.

For further information refer to the Credit Framework.

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 course specification and the Credit Framework and provided that the student has achieved the **course** learning outcomes. For further information refer to the Credit Framework.

KV Code		Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules (all routes)					
Unless specifically stated, no module is condonable/compensatable.					
PRSN4002		Creative Foundations - Project	4	30	Aut
PRSN4004		Creative Foundations - Craft	4	30	Aut
PRSN4001		Computer Animation - Core*	4	15	Spr
PRSN4005		Video Game Art - Core**	4	15	Spr
PRSN4003		Compositing for Visual Effects - Core***	4	15	Spr
PRSN4000		3D for Visual Effects - Core***	4	15	Spr
* Condonable/compensatable on all courses except Art of Computer Animation (2D & 3D)					
** Condonable/compensatable on all courses except Art of Video Games					
*** Condonable/compensatable on all courses except Art of Visual Effects					
Stage 2					
No module is condonable/compensatable.					
Compulsory Modules - Art of Computer Animation (3D)					
PRSN5003		Computer Animation – Pro (3D)	5	30	Aut
PRSN5002		Computer Animation – Advanced (3D)	5	30	Aut

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Compulsory Modules - Art of Computer Animation (2D)					
		Computer Animation – Pro (2D)	5	30	Aut
		Computer Animation – Advanced (2D)	5	30	Aut
Compulsory Modules - Art of Video Games					
PRSN5007		Video Game Art - Pro	5	30	Aut
PRSN5006		Video Game Art - Advanced	5	30	Aut
Compulsory Modules - Art of Visual Effects					
PRSN5000		3D for Visual Effects - Pro	5	30	Aut
PRSN5001		Compositing for Visual Effects - Pro	5	30	Aut
Compulsory Modules - All Courses					
PRSN5005		Specialism	5	15	Spr
PRSN5004		Industry Studio Project	5	45	Spr
Stage 3					
Compulsory Modules					
No module is condonable/compensatable.					
PRSN6000		Advanced Specialism	6	30	Aut/Spri
PRSN6001		Professional Practice	6	30	Aut/Spri
PRSN6002		Professional Studio Project	6	60	Aut/Spri
Stage 4					
Compulsory Modules					
No module is condonable/compensatable.					
PRSN7005		Art and Design	7	30	Aut/Spri
PRSN7007		Craft	7	30	Aut/Spri
PRSN7008		Process	7	30	Aut/Spri
PRSN7006		Business	7	30	Aut/Spri

19. Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this course of study, a representative of the College will meet with the work placement

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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 courses, 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

- School/Divisional/University induction course
- Course/module handbooks
- Escape Studios / Pearson College London extended induction course (see Learning & Teaching Strategy above)
- Pastoral support from tutors
- Personal development workshops
- Online tutorials
- Access to industry professionals
- Course/module handbooks
- Learning resources & support - <https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html>
- Student Support & Wellbeing
- PCL Student Association
- Careers and Employability

21. Entry Profile

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

21.1 Entry Route

For current information, please refer to the University prospectus

Applicants are normally expected to have demonstrated:

- GCSE English grade C/4 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 a Creative Workshop.

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At the Creative Workshop:

- The creative portfolio or brief will be discussed with Course Tutors.
- Applicants will be placed in groups and take part in a team exercise.

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 IELTSs, minimum 6.0 reading and writing.

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 Course during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

21.2 What does this course have to offer?

This course 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 course in which subject knowledge, 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 course 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.

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The assessment methods employed in this course have been developed to mirror industry practice as far as possible. This balances 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 the 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 to look at themselves and their working practices and make changes where necessary.

Graduates of this course at the 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 the MArt level will be ready to start their own businesses. 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.

21.3 Personal Profile

- A 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 films, TV shows, advertisements, video games, or interactive experiences
- An enthusiastic experimenter and maker

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
- Annual course and module monitoring reports
- External Examiners system
- Periodic review
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework
- QAA Higher Education Review

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22.2 Committees with responsibility for monitoring and evaluating quality and standards
<ul style="list-style-type: none"> ● Student Voice Forum ● Escape Studios School Board ● Admissions, Progression, Retention and Attainment Committee ● Review and Enhancement Committee ● Academic Board ● Board of Examiners
22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience
<ul style="list-style-type: none"> ● Student module evaluations ● Student Voice Forum ● Stage questionnaires ● Annual NSS
22.4 Staff Development priorities include:
<ul style="list-style-type: none"> ● PGCHE requirements ● Academic Practice Provision ● Advance HE fellowship membership ● Annual appraisals ● Institutional Level Staff Development Programme ● Professional body membership and requirements ● Course team meetings ● Research seminars ● Conferences ● Study leave ● Equality, Diversity and Inclusivity (EDI) awareness

23. Indicators of Quality and Standards
<ul style="list-style-type: none"> ● Results of periodic review ● Most recent QAA Higher Education Review ● External Examiner reports ● Annual course and module monitoring reports
23.1 The following reference points were used in creating these specifications:
<ul style="list-style-type: none"> ● QAA UK Quality Code for Higher Education

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QAA Benchmarking statement for Art and Design (level 6) 2020 and Business & Management (level 7) 2019

- Staff research activities
- PCL Plan/Learning and Teaching Strategy

24 Inclusive Course Design

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

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Modules	Course/Stage LOs												
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	
STAGE 1 - LEVEL C - Certificate of HE in the Creative Industries													
Creative Foundations - Craft	0	0		0	0	0							
Creative Foundations - Project	0	0	0							0	0	0	
3D for Visual Effects - Core				0	0	0	0	0	0				
Compositing for Visual Effects - Core				0	0	0	0	0	0				
Computer Animation - Core				0	0	0	0	0	0				
Video Game Art - Core				0	0	0	0	0	0				
STAGE 2 - LEVEL I – Diploma of HE in Visual Effects / Video Game Art / Computer Animation	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	
3D for Visual Effects - Pro		0	0				0		0				
Compositing for Visual Effects - Pro		0	0				0		0				
Video Game Art - Pro		0	0				0		0				
Video Game Art - Advanced		0	0				0		0				
Computer Animation - Pro (3D)		0	0				0		0				
Computer Animation - Advanced (3D)		0	0				0		0				
Computer Animation - Pro (2D)		0	0				0		0				
Computer Animation - Advanced (2D)		0	0				0		0				
Specialism						0		0	0				
Industry Studio Project	0		0	0	0				0	0	0	0	
STAGE 3 - LEVEL H - BA (Hons) Art of Visual Effects / Video Games / Computer Animation	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	
Professional Studio Project					0		0	0		0	0	0	
Professional Practice	0	0	0										
Advanced Specialism	0	0		0		0			0				
STAGE 4 - LEVEL M - MArt of Visual Effects / Video Games / Computer Animation	A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3
Art and Design	0	0	0	0	0	0	0	0	0	0	0	0	0
Craft	0	0	0	0	0	0	0	0	0	0	0	0	0
Business	0	0	0	0	0	0	0	0	0	0	0	0	0
Process	0	0	0	0	0	0	0	0	0	0	0	0	0

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