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)

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 they complete the programme successfully. Further information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the Module Specifications and Programme Handbook.

PART A: PROGRAMME INFORMATION

1.	Awarding Body	Coventry University
2.	Teaching Institution	Escape Studios
3.	School responsible for the programme	Interactive & Real-Time, Animation & Visual Effects
4.	Name of Final Award(s)	BA (Hons) The Art of Visual Effects BA (Hons) The Art of Video Games BA (Hons) The Art of Computer Animation (3D) BA (Hons) The Art of Computer Animation (2D) MArt (Hons) The Art of Visual Effects MArt (Hons) The Art of Video Games MArt (Hons) The Art of Computer Animation (3D) MArt (Hons) The Art of Computer Animation (2D)
5.	Available Exit Award(s)	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) Alternative exit awards for MArt: BA (Hons) The Art of Visual Effects BA (Hons) The Art of Video Games BA (Hons) The Art of Computer Animation (3D) BA (Hons) The Art of Computer Animation (2D)
6.	FHEQ Level(s) of Qualification	Levels 6 and 7
7.	Total Credits/ ECTS Value	360 (180 ECTS) BA 480 (240 ECTS) MArt
8.	External Accrediting Body and date of accreditation	N/A
9.	Mode(s) of Study and Duration(s)	Full-time
10.	Teaching Site(s)	Escape Studios London Campus
11.	Relevant QAA Subject Benchmark Statement(s) if applicable	Art and Design (level 6) 2019 Business & Management (level 7) 2019

12. Date of Approval/ Revision	July 2023
13. Version number	1
14. Effective From	September 2024

PART B: CONTEXT, DESIGN AND DELIVERY

15. Programme Context

This course has been designed by Escape Studios (ES) 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 have 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. Escape Studios' existing pedagogy was adapted to incorporate elements of project-based delivery.

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 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.

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 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 take a significant role in an existing organisation or start their own businesses. They will be able to apply a practical and theoretical understanding of Art & Design, Craft, Research and Business to the design and development of digital products and services.

16. Inclusivity in Programme Design

Escape Studios is committed to inclusivity and recognises and has embedded the expectations of current equality legislation by ensuring that this programme is as accessible as possible by design. The courses have been co-designed with students and industry through a series of workshops and pilot projects.

17. Programme Aims

Graduates from this course will be recognisable for 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.

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 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.

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.

18. Stage Learning Outcomes

18.1. Stage One Learning Outcomes

Certificate in Creative Industries

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)

Intellectual Skills

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

Subject specific skills

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

Transferrable skills

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

18.2. Stage Two Learning Outcomes

Diploma in Visual Effects/Video Game Art/Computer Animation (2D/3D), in addition to the Stage One learning outcomes:

Knowledge and understanding of

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

Intellectual skills

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

Subject specific skills

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

Transferable skills

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

19. Programme Learning Outcomes

On successful completion **of BA (Hons) Art of Visual Effects / Video Games / Computer Animation**, in addition to the Stage 1 and 2 learning outcomes, a graduate will exhibit:

Knowledge and understanding of

25. The current state of the art in the creative process and its application to their discipline (SBSAD 6.5,6.8)
26. Advanced theories, principles and tools at the forefront of the discipline (SBSAD 6.5)
27. The ethical and legal issues involved in working in the creative industries (SBSAD 6.5,6.9,6.10)

Intellectual skills

28. To critically evaluate emerging creative and technical solutions to solve a range of complex problems (SBSAD 6.6,6.8,6.9,6.10)
29. To deliver to a range of complex and advanced briefs and defend their solutions (SBSAD 6.8, 6.10)
30. To advance their craft through experimentation and critical reflection (SBSAD 6.6,6.8,6.10)

Subject specific skills

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

Transferrable skills

34. To manage resources to successfully meet objectives accommodating changing constraints (SBSAD 6.6,6.9,6.10)
35. 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)

36. To communicate complex creative and technical ideas to a wide range of audiences (SBSAD 6.6,6.10)

On successful completion **of MArt (Hons) Art of Visual Effects/Video Games/Computer Animation**, in addition to the BA learning outcomes, a graduate will exhibit:

A. Knowledge and understanding of

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

B. Intellectual skills

40. To solve problems, make decisions, and create solutions based on incomplete, limited, or controversial information (SBSBM 5.1, 5.2)
41. To challenge established knowledge and practice by developing innovative techniques and approaches to creative production. (SBSBM 5.2)
42. 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

43. To create and manage an agile production process from concept to delivery using established and emerging techniques. (SBSBM 5.1)
44. To use state-of-the-art and new tools to create innovative products and services that demonstrate aesthetic and technical excellence and commercial viability.
45. To give and receive insightful feedback using new and developing methods.
46. To collaborate with experts in their own and other fields and proactively seek expertise and training to address shortcomings (SBSBM 5.2)

D. Transferrable skills

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

20. Programme Structure

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.

Students may transfer from the BA version of their pathway to the MArt version during the first three stages of their studies, provided they meet the progression requirements for the MArt programme. Students may transfer from the MArt to the BA version of their pathway at any time during the first three stages of their studies.

To progress from one stage to the next, students must pass 120 credits of their current stage subject to the regulations. Students who fail up to 30 credits will normally be permitted to progress with the condition that they pass the failed credits during the next stage of their study. This is known as ‘trailing’ credits. Students will not be permitted to trail credits beyond one stage of study.

Students successfully completing Stage 1 of the course 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 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 will be eligible for the award of a BA non-honours degree.

The table below sets out the module for each pathway. Rules for compensation are set out in the regulations, and modules that cannot be compensated for particular pathways are identified in the table.

Code	Module Title	Requirement	Level	Credits
Stage 1				
Core Modules: All pathways				
EXCR4002	Creative Foundations - Project	Mandatory	4	30
EXPR4001	Creative Foundations - Craft	Mandatory	4	30
EXAN4001	Computer Animation - Core*	Mandatory	4	15
EXGA4001	Video Game Art - Core**	Mandatory	4	15
EXVX4001	Compositing for Visual Effects - Core***	Mandatory	4	15
EXVX4002	3D for Visual Effects - Core***	Mandatory	4	15
* Not compensatable for Computer Animation 2D or 3D pathways ** Not compensatable for Video game Art pathways ***Not compensatable for Visual Effects pathways				
On completion of Stage 1, students exiting the programme will be eligible for the award of Certificate of HE in Creative Industries				
Stage 2				
Core Modules: Art of Computer Animation (3D)				
EXAN5001	Computer Animation – Pro (3D)	Mandatory	5	30
EXAN5002	Computer Animation – Advanced (3D)	Mandatory	5	30
Core Modules: Art of Computer Animation (2D)				
EXAN5003	Computer Animation – Pro (2D)	Mandatory	5	30
EXAN5004	Computer Animation – Advanced (2D)	Mandatory	5	30
Core Modules: Art of Video Games				
EXGA5001	Video Game Art - Pro	Mandatory	5	30
EXGA5002	Video Game Art - Advanced	Mandatory	5	30
Core Modules: Art of Visual Effects				
EXVX5001	3D for Visual Effects - Pro	Mandatory	5	30
EXVX5002	Compositing for Visual Effects - Pro	Mandatory	5	30
Core Modules: All pathways				
EXCR5001	Specialism	Mandatory	5	15
EXPR5001	Industry Studio Project	Mandatory	5	45
On completion of Stage 2, students exiting the programme will be eligible for the award of Diploma of HE in their specific pathway (The Art of Video Games / Computer Animation / Visual Effects).				
Stage 3				
Core Modules: All pathways				
EXCR6001	Advanced Specialism	Mandatory	6	30
EXPS6001	Professional Practice	Mandatory	6	30

EXPR6001	Professional Studio Project	Mandatory	6	60
On completion of Stage 3, students exiting the programme will be eligible for the award of BA (Hons) in their specific pathway (The Art of Video Games / Computer Animation / Visual Effects)				
Stage 4				
Core Modules: All pathways				
EXCT7001	Creative Technology Research & Development	Mandatory	7	30
EXPR7010	Commercial Studio Project	Mandatory	7	60
EXBI7001	Business of Innovation	Mandatory	7	30
On completion of Stage 4, students exiting the programme will be eligible for the award of MArt (Hons) in their specific pathway (The Art of Video Games / Computer Animation / Visual Effects)				

21. Learning, Teaching and Assessment Strategy

There are four principles that constitute the Escape Studios 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 challenging working 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 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 in-depth knowledge and application of professional techniques so that graduates are useful in the industry.

21.1. Learning and Teaching Methods

Escape Studios' 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. The overall aims of the course 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 fourth year (MArt) focusing on their practical application in existing and innovative new businesses.

Using the 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.

Introductory period

At the start of the courses, there is a term where students learn and practice the Escape Studios 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 solid 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 academic and practical 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 the individual and their knowledge and skills, with feedback coming from tutors, peers, and self-reflection.

Tutors direct 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.

21.2. Assessment Methods

Module assessments may incorporate elements of tutor, peer and self-assessment, with input from industry in team projects. Although the peer and self-marking may form 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.

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, peer and 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.
- Summative assessment points will be at the end of the making phase, incorporating feedback from tutors, and moderated feedback from industry professionals and peers. 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.

22. Programme Regulations and Requirements

This Programme is subject to the Academic Regulations of Escape Studios. No derogations apply.

PART C: ADMISSIONS

23. Admissions Requirements

23.1. Admissions Criteria

In order to be admitted as a student to the programme, an applicant must be at least 17 years old on the date of Registration.

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 for review to assess their suitability for the programme. Depending on this review and/or their qualifications they may additionally be invited to a complete a set task, attend an interview or participate in a creative workshop to verify their suitability.

The Escape Studios recruitment and admissions policies are founded on the principles of selection according to merit and equality of opportunity. On selecting students, equitable consideration will be given to all candidates.

Escape Studios will make reasonable adjustments to allow applicants and students to access recruitment and outreach events and the application process. For further information on this, potential applicants are encouraged to refer to the Additional Learning Needs Policy, which may be found on the Escape Studios website.

23.2. Language Requirements

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 6.0 IELTs, minimum 6.0 reading and writing.

23.3. Accreditation of Prior Learning

Applications for Accreditation of Prior Learning (APL) will be considered in accordance with the Escape Studios Academic Regulations and Admissions Policy, available on the Escape Studios website.

PART D: EXTERNAL CONTEXT

24. Reference points used when designing this Programme:

- QAA UK Quality Code for Higher Education (2018)
- QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- QAA Higher Education Credit Framework for England (2021)
- SEEC 2021 Credit Level Descriptors for Higher Education
- QAA Subject Benchmarking Statement for Art and Design (level 6) 2019
- QAA Subject Benchmarking Statement for Business & Management (level 7) 2019
- ES Academic Regulations
- ES Academic Strategy
- ES Learning, Teaching and Assessment Strategy

Appendix One: Mapping of Learning Outcomes to Modules

Modules	Course/Stage LOs												
STAGE 1 - LEVEL C - Certificate of HE in the Creative Industries	1	2	3	4	5	6	7	8	9	10	11	12	
Creative Foundations - Craft	**O**	**O**		**O**	**O**	**O**							
Creative Foundations - Project	**O**	**O**	**O**							**O**	**O**	**O**	
3D for Visual Effects - Core				**O**	**O**	**O**	**O**	**O**	**O**				
Compositing for Visual Effects - Core				**O**	**O**	**O**	**O**	**O**	**O**				
Computer Animation - Core				**O**	**O**	**O**	**O**	**O**	**O**				
Video Game Art - Core				**O**	**O**	O	**O**	**O**	**O**				
STAGE 2 - LEVEL I – Diploma of HE in Visual Effects / Video Game Art / Computer Animation	13	14	15	16	17	18	19	20	21	22	23	24	
3D for Visual Effects - Pro		**O**	**O**				**O**		**O**				
Compositing for Visual Effects - Pro		**O**	**O**				**O**		**O**				
Video Game Art - Pro		**O**	**O**				**O**		**O**				
Video Game Art - Advanced		**O**	**O**				**O**		**O**				
Computer Animation - Pro (3D)		**O**	**O**				**O**		**O**				
Computer Animation - Advanced (3D)		**O**	**O**				**O**		**O**				
Computer Animation - Pro (2D)		**O**	**O**				**O**		**O**				
Computer Animation - Advanced (2D)		**O**	**O**				**O**		**O**				
Specialism						**O**		**O**	**O**				
Industry Studio Project	**O**		**O**	**O**	**O**				**O**	**O**	**O**	**O**	
STAGE 3 - LEVEL H - BA (Hons) Art of Visual Effects / Video Games / Computer Animation	25	26	27	28	29	30	31	32	33	34	35	36	
Professional Studio Project					**O**		**O**	**O**		**O**	**O**	**O**	
Professional Practice	**O**	**O**	**O**										
Advanced Specialism	**O**	**O**		**O**		**O**			**O**				
STAGE 4 - LEVEL M - MArt of Visual Effects / Video Games / Computer Animation	37	38	39	40	41	42	43	44	45	46	47	48	49
Creative Technology Research & Development	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**
Commercial Studio Project	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**
Business of Innovation	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**	**O**