

## Course Specification: Undergraduate Taught Courses of Study

### Course Specification for Undergraduate Taught Courses of Study

**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.

#### BSc/MSci Technical Art for Games & VFX

#### BSc/MSci Video Games Design

#### BSc/MSci Character Creation for Animation, Games & VFX

Required Information	Data
1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Escape Studios
3. School/Division responsible for management of the course	School of Engineering
4. Teaching Site	Escape Studios
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	<i>BSc/MSci</i>
8. b) Alternative Exit Awards	Certificate of HE in the Creative Industries Diploma of HE in Technical Art for Games & VFX Diploma of HE in Video Games Design Diploma of HE in Character Creation for Animation, Games & VFX BSc (non Hons) Technical Art for Games & VFX BSc (non Hons) Video Games Design

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Required Information	Data
	BSc (non Hons) Character Creation for Animation, Games & VFX Alternatives for MSci students: BSc (Hons) Technical Art for Games & VFX BSc (Hons) Video Games Design BSc (Hons) Character Creation for Animation, Games & VFX
<b>9. Course</b>	BSc/MSci Technical Art for Games & VFX BSc/MSci Video Games Design BSc/MSci Character Creation for Animation, Games & VFX
<b>10. UCAS Code (or other code)</b>	Technical Art for Games & VFX BSc (Hons) i800 Technical Art for Games & VFX (Integrated Masters) MSci (Hon) i801 Video Games Design BSc (Hons) i802 Video Games Design (Integrated Masters) MSci (Hon) i803 Character Creation for Animation, Games & VFX BSc (Hons) i804 Character Creation for Animation, Games & VFX (Integrated Masters) MSci (Hon) i805
<b>11. Credits/ECTS Value</b>	Stage 1: 120 credits (60 ECTS) Stage 2: 120 credits (60 ECTS) Stage 3: 120 credits (60 ECTS) BSc Stage 4: 120 credits (60 ECTS) MSci
<b>12. Study Level</b>	Levels 6 and 7
<b>13. Relevant QAA subject benchmarking group(s)</b>	Art and Design, December 2019 (SBSAD) Business Management November 2019 (SBSBM) Computing March 2022 (SBSC)
<b>14. Date of creation/revision</b> <i>(note that dates are necessary for version control)</i>	January 2022
<b>15. Intended Start Date of Delivery of this Course</b>	from September 2023

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### 16. Educational Aims of the Course

The course aims to:

The overall aims of the course are to educate pioneering minds for the creative industries, instilling a deep technical understanding of the challenges of complex creative digital projects.

Students will develop and apply the theoretical understanding, skills, knowledge, and competences required to make high-quality Technical Art, Character Creation or Video Games Designs to a professional level. The first three years (BSc) are focused on building these characteristics, with the fourth year (MSci) focusing on their practical application in existing and innovative new businesses.

Using Escape Studios' experience-based pedagogy, students will develop a deep understanding of the theory, context, and practice of their technical craft, work in teams on projects, and learn how to produce technically advanced visual and interactive experiences. Critical reflection will be integral to the learning process, as well as an understanding and application of leadership and team dynamics theories and practices.

Graduates from this 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: Technical Art, Character Creation or Video Games Design. 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 but also a creative context for what will be then applied within technical workflows.

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 whilst working collaboratively with other technical artists and importantly working alongside creatives to solve technical problems.

For those that are registered on the MSci course, Stage 4 will focus on the further development of their craft along with research, business and cataloguing technical solutions

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and processes as they will need to work at and build innovative companies in the creative digital industries and addressing technological changes happening currently in production.

**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 & Design 2019 (SBSAD), Computing 2022 (SBSC) and Business & Management 2019 (SBSBM)

**At the end of the BSc, students will have met the following learning outcomes:**

**A: Knowledge and Understanding of**

1. The fundamentals of the application of technology in the creative industries (SBSAD 6.4,6.5,6.8) (SBSC 2.6. 3.11)
2. Fundamental theories, technologies, and tools relevant to the creative industries (SBSAD 6.4,6.8,6.9) (SBSC 1.5, 2.6, 3.11)
3. The role of each element in a fundamental production process/pipeline (SBSAD 6.4,6.5,6.8) (SBSC 3.11)
4. The technology of the creative industries and its application to their discipline (SBSAD 6.4,6.8) (SBSC 2.6. 3.12)
5. Established theories, technology, and tools relevant to their discipline (SBSAD 6.4,6.8) (SBSC 1.5, 2.6, 3.12)
6. The role of each technical element in an established production process/pipeline for their discipline (SBSAD 6.5,6.8,6.9) (SBSC 3.12)
7. The current state of technology in the creative process and its application to their discipline (SBSAD 6.8,6.9)
8. Advanced theories, technologies, and tools at the forefront of their discipline (SBSAD 6.8,6.9)
9. The ethical and legal issues involved in working in the creative industries (SBSAD

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6.5,6.6,6.8,6.9,6.10) (SBSC 1.11, 1.12, 3.10)

### Skills and Other Attributes

#### B: Intellectual Skills

1. To evaluate fundamental solutions to solve technical problems in the creative process (SBSAD 6.4,6.6,6.8,6.10) (SBSC 1.6, 2.6, 3.8, 3.9, 3.11)
2. To deliver solutions to basic briefs and present the solutions (SBSAD 6.4,6.5,6.8,6.9,6.10) (SBSC 1.6, 2.6, 3.8, 3.17, 3.18)
3. To improve their technical craft through instruction and experimentation (SBSAD 6.6,6.8,6.9,6.10) (SBSC 3.7, 3.8)
4. To evaluate established technical solutions to solve a range of creative problems (SBSAD 6.4,6.6,6.8,6.10) (SBSC 1.6)
5. To deliver to a range of briefs and justify their solutions (SBSAD 6.4,6.8)
6. To deepen their technical craft through instruction and experimentation (SBSAD 6.8,6.10)
7. To critically evaluate emerging technical solutions involved in the creative process to solve a range of complex problems (SBSAD 6.4,6.6,6.8,6.10)
8. To deliver to a range of complex and advanced technical solutions to set briefs and defend their solutions (SBSAD 6.4,6.6,6.8,6.10)
9. To advance their technical craft through experimentation and critical reflection (SBSAD 6.8,6.10)

#### C: Subject-specific Skills

1. To produce discipline-specific technical work to a basic standard (SBSAD 6.4,6.8,6.10) (SBSC 3.4, 3.7, 3.8, 3.17, 3.18)
2. To give and receive basic feedback on technical work in a creative context (SBSAD 6.10) (SBSC 2.6, 3.4, 3.9)
3. To engage in personal and professional development and learn from their professional community (SBSAD 6.10) (SBSC 3.4, 3.5)
4. To produce a range of technical solutions in the creative process to industry-standard (SBSAS 6.4,6.8,6.10)

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5. To seek support for personal and professional development and to learn from and contribute to their professional community. (SBSAD 6.6,6.8,6.10)
6. To give and receive detailed feedback on technical work in a creative context (SBSAD 6.6,6.8,6.10)
7. To produce a wide range of discipline-specific solutions to a professional standard (SBSAD 6.4,6.6,6.8,6.10)
8. To give and receive constructive and insightful feedback on technical projects (SBSAD 6.10)
9. 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 time and resources to deliver a basic project within given constraints (SBSAD 6.6,6.8,6.10) (SBSC 3.4, 3.5, 3.6, 3.17, 3.18)
2. To collaborate with others to produce discipline-specific work as a team (SBSAD 6.6,6.8,6.10) (SBSC 2.6, 3.4, 3.8, 3.17, 3.18)
3. To communicate basic technical ideas to selected audiences (SBSAD 6.6,6.10) (SBSC 3.4, 3.5, 3.9, 3.18)
4. To manage time and resources to deliver a range of projects within given constraints. (SBSAD 6.4,6.6,6.10)
5. To collaborate with others to produce discipline-specific work as a team and improve their technical craft. (SBSAD 6.6,6.8,6.10)
6. To manage resources to successfully meet objectives accommodating changing constraints (SBSAD 6.6,6.10)
7. To collaborate with professionals and peers to produce high-quality discipline specific work as a team and improve their craft (SBSAD 6.8,6.10)
8. To communicate complex creative and technical ideas to a wide range of audiences (SBSAD 6.6,6.10) (SBSC 3.4, 3.5, 3.9)

**At the end of the MSci students will have met the following learning outcomes in addition to those achieved at the end of the BSc:**

#### A: Knowledge and Understanding of

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10. Emerging theories and principles of innovation to tackle technical, artistic, business, and process challenges in an original way (SBSAD 6.5,6.8,6.10) (SBSBM 5.1) (SBSC 1.19)
11. Emerging tools and techniques used to create high-quality, innovative digital products and services. (SBSAD 6.5,6.8) (SBSBM 5.1)
12. Emerging legal and ethical issues in relation to the creative industries (SBSBM 5.1, 5.2) (SBSC 1.12, 3.10)

### Skills and Other Attributes

#### B: Intellectual Skills

10. To solve problems, make decisions, and create solutions based on incomplete, limited, or controversial information (SBSBM 5.1, 5.2)
11. To challenge established knowledge and practice by developing innovative techniques and approaches to creative production. (SBSBM 5.2)
12. 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

10. To create and manage an agile production process from concept to delivery using established and emerging techniques. (SBSBM 5.1) (SBSC 3.15, 3.4, 3.7, 3.8, 3.17, 3.18)
11. To use state-of-the-art and new tools to create innovative products and services that demonstrate aesthetic and technical excellence and commercial viability. (SBSC 3.15, 3.4, 3.7, 3.8, 3.17, 3.18)
12. To give and receive insightful feedback using new and developing methods. (SBSC 2.6, 3.4, 3.9)
13. To collaborate with experts in their own and other fields and proactively seek expertise and training to address shortcomings (SBSBM 5.2) (SBSC 2.6, 3.4, 3.9, 3.15)

#### D: Transferable Skills

9. To create a working culture in which creativity and collaboration are nurtured and prized (SBSBM 5.2)
10. To apply advanced academic and professional knowledge to solve problems and improve practice (SBSBM 5.1, 5.2)

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11. To communicate engagingly complex products and services to a wide range of audiences (SBSBM 5.1, 5.2) (SBSC 3.4, 3.5, 3.9)

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

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.

There are four principles that constitute the pedagogy:

#### Create Beautiful Experiences

- Learning and applying technical principles to solve problems in creative projects
- Developing an enquiring mind to contribute to the technical advance of the creative process
- Disrupting the industry by prizing originality, curiosity, and innovation.
- Absorbing influences from outside their field to improve their practice.

#### Learn a Craft

- Learning and honing their craft through hard work and creativity.
- Supporting learning that is rigorous, practical, and agile; bringing together art and science mirroring the industry landscape
- Recognising the importance of learning from the masters, whilst developing unique solutions to complex problems
- Developing the cognitive skills that are required to work at a high technical level in the visual effects, computer animation and video games industries.

#### Work in Teams

- 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 knowledge and skills, and collaborating on projects as leaders and members.
- Having an equal stake in the learning experience, contributing to the development of their learning experience in a positive way.
- Building/Contributing knowledge towards a living repository of Technical Solutions

#### Make it Viable

- 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 is commercially sound.
- Following a realistic production/development pipeline in all projects.
- Understanding the business case for the things that are being made.

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- Having in-depth knowledge and application of professional techniques that are needed by the industry.

### **Key Teaching Methods**

#### **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 or as independent directed study, for at least 35 hours a week, just like in a professional studio.

Craft modules provide students with the opportunity to learn how to create technical solutions to be used in the design, development, and production of digital content. These modules are where the students gain most of their subject-specific knowledge and 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 lead the Project modules, with input from current industry professionals where appropriate and practical/possible, giving students the chance to work in teams on a client brief, put their skills to practise 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: planning, production, 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 attain the required levels of proficiency. These are commonly used in the Craft modules.

##### ***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. These are commonly used on the Project modules.

##### ***Studio Time***

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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. These are commonly used across all modules.

### ***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 feedback sessions, or pursuing side projects for personal and professional development.

### **Learning 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 industry environment.
- 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.

### **Key Assessment Methods**

Assessments will fall into two categories, Individual Projects, and Team Projects. For Team Projects, Individuals will be required to submit a separate report outlining their contribution to the Project Output. This will enable Tutors to assess individual contributions fairly, even in large teams.

### **Typical Student Outputs**

#### ***Product***

Presented at the end of a project. Students will work individually or in teams to create a technical solution to creative problems that fulfils a specific brief. They will present this in person, or online with written/audio commentary. In team projects, these solutions will be in the context of a VFX shot, Animated Film or as a Game/Interactive experience.

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### ***Portfolio***

Cumulative work produced over a period, 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.

### ***Documentation***

In the context of both Individual Projects and Team Projects, once a technical solution or output has been created, it is often the case that documentation is created to allow for the recording of the problems and solutions as well as allowing the opportunity for future iterations.

### ***Retrospective***

Individuals and/or 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, and if appropriate that of their team, in relation to the learning outcomes and assessment criteria. This is presented as a written journal or a recorded discussion, for assessment and moderation. Individuals will assign a grade for their project and justify this with reference to the assessment criteria.

### **Assessment Methods**

#### **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.

#### ***Panel Crit.***

A selected panel (which can include tutors, peers, and industry) hears presentations from groups and/or individuals and gives verbal feedback in line with the learning outcomes and assessment criteria, usually initially in-person, and always with the view to improving and making recommendations for further learning and development work. This is followed up with written/recorded feedback reflecting the in-person discussion along with grading information referenced to the grading criteria.

#### ***Retrospective Review***

Retrospectives are assessed by tutors in the context of the project/portfolio to which they refer, and in the case of team projects in the light of the other team members' retrospective. The assessor provides written and/or recorded feedback in line with the learning outcomes and assessment criteria.

#### ***Maths support***

In line with our Academic writing support, students studying on the BSc/MSci courses will have access to Study Skills support for mathematics.

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For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc 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 (BSc) or four years (MSci) 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 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 are 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 honour's 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.

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 (Technical Art for Games & VFX / Video Games Design / Character Creation for Animation, Games & VFX). Those registered for an MSci course who complete Stages 1-3 of their pathway will be eligible for the appropriate BSc.

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 BSc non-honours degree in their specific pathway. 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.

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KV Code	SDS Code	Title	Level	Credit	Term(s)
<b>Stage 1</b>					
<b>Compulsory Modules (All Routes - Common Foundations)</b>					
	CT4001	Art Direction and Visual Language	4	15	Autumn
	CT4002	Introduction to 3D Graphics	4	15	Autumn
	CT4003	Introduction to Technical Scripting	4	15	Autumn
	CT4004	Worldbuilding	4	15	Autumn
	CT4007	Introduction to Games Design	4	15	Spring
	CT4005	Character Control	4	15	Spring
	CT4006	Real-Time FX	4	15	Spring
	CT4008	Interactive - Jam Group Project	4	15	Spring
<b>Optional Modules There are no optional modules.</b>					
<b>Stage 2</b>					
<b>Compulsory Modules - BSc/MSci Technical Art for Games &amp; VFX</b>					
	TA5001	Programming for Games & VFX Production	5	30	Autumn
	TA5002	Proceduralism for 2D and 3D	5	30	Autumn
<b>Compulsory Modules - BSc/MSci Video Games Design</b>					
	GD5001	Conceptual Games Design	5	30	Autumn
	GD5002	Applied Games Design	5	30	Autumn
<b>Compulsory Modules - BSc/MSci Character Creation for Animation, Games &amp; VFX</b>					
	CC5001	Character Creation	5	30	Autumn
	CC5002	Technical Direction	5	30	Autumn
<b>Compulsory Modules - All pathways</b>					
	CR5001	Specialism	5	15	Spring
	PR5001	Industry Studio Project	5	45	Spring
<b>Stage 3</b>					
<b>Compulsory Modules (All routes)</b>					
	CR6001	Advanced Specialism	6	30	Aut/Spri
	PR6001	Professional Studio Project	6	60	Aut/Spri
	PS6003	Professional Practice	6	30	Aut/Spri
<b>Stage 4</b>					
<b>Compulsory Modules (All routes)</b>					
	CT7001	Creative Technology Research & Development	7	30	Aut/Spri

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	MA7002	Commercial Studio Project	7	60	Aut/Spri
	BI7001	Business of Innovation	7	30	Aut/Spri

**Optional Modules There are no optional modules within each route.**

### 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 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 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 induction programme
- Course/module handbooks
- Library services
- Student Support and Wellbeing
- Counselling Service
- Academic Support Department
- Personal Tutor system
- Careers and Employability Services
- Information Services (computing and library services)
- Escape Studios extended induction course (see Learning & Teaching Strategy above)
- Pastoral support from Tutors
- Personal Development Workshops (with Talent Development)
- Online Tutorials
- Access to Industry Professionals and Feedback
- Learning resources & support
- Student Association

### 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.

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### 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
- GCSE Maths at grade C/4 or equivalent, such as Functional Skills Level 2
- 2 passes at A-level or equivalent.

#### MINIMUM REQUIREMENTS

You are expected to have GCSE English at grade C/4 or equivalent and have or be predicted to pass two A Levels or equivalent.

For our BSc/MSci courses, you are also expected to have GCSE Maths at grade C/4 or equivalent such as Functional Skills Level 2

If you are still studying, we base conditions of offer around your predicted grades. If you do not have traditional qualifications, please contact our Admissions Team by emailing [admissions@escapestudios.ac.uk](mailto:admissions@escapestudios.ac.uk) or calling +44 (0) 207 190 4013.

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 attend a Creative Workshop.

At the Creative Workshop:

Applicants will partake in a discussion in small teams and Course Tutors on a subject specific topic to investigate their suitability for the course. Applicants will be placed in groups and take part in a team exercise (joined by students on MA/MArt courses).

Their performance in these two tasks will be used to assess their application.

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

Escape Studios welcomes applications from people of all backgrounds and abilities.

Those with a disability are encouraged to discuss the nature of their disability with us during the application process. The process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

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## Course Specification: Undergraduate Taught Courses of Study

### 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. This course balances subject knowledge, technical skills and collaborative working practices; where students will 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, and the four areas of focus were defined: Technical Solutions, Craft, Process, and Business.

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 BSc 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 MSci level will be ready to start their own businesses. They will be able to apply a practical and theoretical understanding of Technical Solutions, 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, innovative 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
- A keen problem solver

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

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<b>22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards</b>
<ul style="list-style-type: none"> <li>• Student module evaluations</li> <li>• Annual course and module monitoring reports</li> <li>• External Examiners system</li> <li>• Periodic review</li> <li>• Annual staff appraisal</li> <li>• Peer observation</li> <li>• Quality Assurance Framework</li> <li>• QAA Higher Education Review</li> </ul>
<b>22.2 Committees with responsibility for monitoring and evaluating quality and standards</b>
<ul style="list-style-type: none"> <li>• Student Voice Forum</li> <li>• School Board</li> <li>• Academic Board</li> <li>• Board of Examiners</li> </ul>
<b>22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience</b>
<ul style="list-style-type: none"> <li>• Student module evaluations</li> <li>• Student Voice Forum</li> <li>• Student rep system</li> <li>• Annual NSS</li> </ul>
<b>22.4 Staff Development priorities include:</b>
<ul style="list-style-type: none"> <li>• PGCHE requirements</li> <li>• Academic Practice Provision</li> <li>• HEA (associate) fellowship membership</li> <li>• Annual appraisals</li> <li>• Staff Development Programme</li> <li>• Professional body membership and requirements</li> <li>• Course team meetings</li> <li>• Research seminars</li> <li>• Conferences</li> <li>• Study leave</li> <li>• Equality, Diversity, and Inclusivity (EDI) awareness</li> </ul>

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### 23. Indicators of Quality and Standards

- Results of periodic review
- Most recent QAA Higher Education Review
- Annual External Examiner reports
- Annual course and module monitoring reports

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

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for Art and Design (SBSAD) Dec 2019, Business Management (SBSBM) Nov 2019 and Computing (SBSC) March 2022
- School/Divisional plan
- College Learning and Teaching Strategies
- Staff research activities
- [Kent Inclusive Practices](#)
- Escape Studios Plan/Learning and Teaching Strategy

### 24 Inclusive Course Design

Escape Studios 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)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

## Course Specification: Undergraduate Taught Courses of Study

Module Mapping	Stage 1 (Cet HE)							Stage 2 (Dip HE)							Stage 3 (BSc)			Stage 4 (MSc)				
	All Courses							Technical Art	Video Games Design		Char Creation		All Courses		All Courses		All Courses					
	CT4001: Art Direction and Visual Language	CT4002: Introduction to 3D Graphics	CT4003: Introduction to Technical Scripting	CT4004: Worldbuilding	CT4005: Character Control	CT4006: Real-Time FX	CT4007: Introduction to Games Design	CT4008: Interactive - Jam Group Project	TA5001: Programming for Games	TA5002: Proceduralism 2D and 3D	GD5001: Conceptual Games Design	GD5002: Applied Games Design	CC5001: Character Creation	CC5002: Technical Direction	CR5001: Specialism	PR5001: Industry Studio Project	CR6001: Advanced Specialism	PR6001: Professional Studio Project	PS6003: Professional Practice	CT7001: Creative Technology Research & Innovation	MA7002: Commercial Studio Project	BI7001: Business of Innovation
BSc Tech Art/Game Design/ Creature Creation																						
A: Knowledge and Understanding of																						
1. The fundamentals of the application of technology in the creative industries (SBSAD 6.4,6.5,6.8) (SBSC 2.6, 3.11)		x	x	x	x	x																
2. Fundamental theories, technologies and tools relevant to the creative industries (SBSAD 6.4,6.8,6.9) (SBSC 1.5, 2.6, 3.11)	x	x	x	x	x	x	x	x														
3. The role of each element in a fundamental production process/pipeline (SBSAD 6.4,6.5,6.8) (SBSC 3.11)	x	x				x	x	x														
4. The technology of the creative industries and its application to their discipline (SBSAD 6.4,6.8) (SBSC 2.6, 3.12)									x	x	x	x	x	x	x	x						
5. Established theories, technology and tools relevant to their discipline (SBSAD 6.4,6.8) (SBSC 1.5, 2.6, 3.12)									x	x	x	x	x	x	x							
6. The role of each technical element in an established production process/pipeline for their discipline (SBSAD 6.5,6.8,6.9) (SBSC 3.12)															x	x						
7. The current state of technology in the creative process and its application to their discipline (SBSAD 6.8,6.9)																	x	x	x			
8. Advanced theories, technologies and tools at the forefront of their discipline (SBSAD 6.8,6.9)																	x	x				
9. The ethical and legal issues involved in working in the creative industries (SBSAD 6.5,6.6,6.8,6.9,6.10)(SBSC 1.11, 1.12, 3.10)																		x	x			
B: Intellectual Skills																						
1. To evaluate fundamental solutions to solve technical problems in the creative process (SBSAD 6.4,6.6,6.8,6.10) (SBSC 1.6, 2.6, 3.8, 3.9, 3.11)			x		x	x	x	x														
2. To deliver solutions to basic briefs and present the solutions (SBSAD 6.4,6.5,6.8,6.9,6.10) (SBSC 1.6, 2.6, 3.8, 3.17, 3.18)	x	x	x	x	x	x	x	x														
3. To improve their technical craft through instruction and experimentation (SBSAD 6.6,6.8,6.9,6.10) (SBSC 3.7, 3.8)			x	x	x	x	x	x														
4. To evaluate established technical solutions to solve a range of creative problems (SBSAD 6.4,6.6,6.8,6.10)(SBSC 1.6)									x	x	x	x	x	x	x	x						
5. To deliver to a range of briefs and justify their solutions (SBSAD 6.4,6.8)									x	x	x	x	x	x	x	x						
6. To deepen their technical craft through instruction and experimentation (SBSAD 6.8,6.10)									x	x	x	x	x	x	x	x						
7. To critically evaluate emerging technical solutions involved in the creative process to solve a range of complex problems (SBSAD 6.4,6.6,6.8,6.10)																	x	x				
8. To deliver to a range of complex and advanced technical solutions to set briefs and defend their solutions (SBSAD 6.4,6.6,6.8,6.10)																	x	x				
9. To advance their technical craft through experimentation and critical reflection (SBSAD 6.8,6.10)																	x	x	x			
C: Subject-specific Skills																						
1. To produce discipline-specific technical work to a basic standard (SBSAD 6.4,6.8,6.10)(SBSC 3.4, 3.7, 3.8, 3.17, 3.18)			x	x	x	x	x	x														
2. To give and receive basic feedback on technical work in a creative context (SBSAD 6.10) (SBSC 2.6, 3.4, 3.9)	x	x	x	x	x	x	x	x														
3. To engage in personal and professional development and learn from their professional community (SBSAD 6.10)(SBSC 3.4, 3.5)	x						x	x														
4. To produce a range of technical solutions in the creative process to industry-standard (SBSAD 6.4,6.8,6.10)									x	x	x	x	x	x	x	x						
5. To seek support for personal and professional development and to learn from and contribute to their professional community. (SBSAD 6.6,6.8,6.10)											x	x			x	x						
6. To give and receive detailed feedback on technical work in a creative context (SBSAD 6.6,6.8,6.10)											x	x			x	x						
7. To produce a wide range of discipline-specific solutions to a professional standard (SBSAD 6.4,6.6,6.8,6.10)																	x	x	x			
8. To give and receive constructive and insightful feedback on technical projects (SBSAD 6.10)																		x				
9. To take ownership of their personal and professional development and to learn from and advance their professional community (SBSAD 6.10)																	x	x	x			
D: Transferable Skills																						
1. To manage time and resources to deliver a basic project within given constraints (SBSAD 6.6,6.8,6.10)(SBSC 3.4, 3.5, 3.6, 3.17, 3.18)	x	x	x	x	x	x	x	x														
2. To collaborate with others to produce discipline-specific work as a team (SBSAD 6.6,6.8,6.10)(SBSC 2.6, 3.4, 3.8, 3.17, 3.18)	x						x	x														
3. To communicate basic technical ideas to selected audiences (SBSAD 6.6,6.10) (SBSC 3.4, 3.5, 3.9, 3.18)								x														
4. To manage time and resources to deliver a range of projects within given constraints. (SBSAD 6.4,6.6,6.10)									x	x	x	x	x	x	x	x						
5. To collaborate with others to produce discipline-specific work as a team and improve their technical craft. (SBSAD 6.6,6.8,6.10)											x	x				x						
6. To manage resources to successfully meet objectives accommodating changing constraints (SBSAD 6.6,6.10)																	x	x	x			
7. To collaborate with professionals and peers to produce high-quality discipline specific work as a team and improve their craft (SBSAD 6.8,6.10)																		x				
8. To communicate complex creative and technical ideas to a wide range of audiences (SBSAD 6.6,6.10) (SBSC 3.4, 3.5, 3.9)																		x	x			

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	CT4001: Art Direction and Visual Language	CT4002: Introduction to 3D Graphics	CT4003: Introduction to Technical Scripting	CT4004: Worldbuilding	CT4005: Character Control	CT4006: Real-Time FX	CT4007: Introduction to Games Design	CT4008: Interactive - Jam Group Project	TA5001: Programming for Games	TA5002: Proceduralism 2D and 3D	GD5001: Conceptual Games Design	GD5002: Applied Games Design	CC5001: Character Creation	CC5002: Technical Direction	CR5001: Specialism	PR5001: Industry Studio Project	CR6001: Advanced Specialism	PR6001: Professional Studio Project	PS6003: Professional Practice	CT7001: Creative Technology Research & Development	MA7002: Commercial Studio Project	BI7001: Business of Innovation
MSci Tech Art/Game Design/Character Creation																						
A: Knowledge and Understanding of																						
10. Emerging theories and principles of innovation to tackle technical, artistic, business, and process challenges in an original way (SBSAD 6.5,6.8,6.10) (SBSBM 5.1) (SBSC 1.19)																				x		x
11. Emerging tools and techniques used to create high-quality, innovative digital products and services. (SBSAD 6.5,6.8) (SBSBM 5.1)																				x	x	x
12. Emerging legal and ethical issues in relation to the creative industries (SBSBM 5.1, 5.2)(SBSC 1.12, 3.10)																				x	x	x
B: Intellectual Skills																						
10. To solve problems, make decisions, and create solutions based on incomplete, limited, or controversial information (SBSBM 5.1, 5.2)																				x	x	x
11. To challenge established knowledge and practice by developing innovative techniques and approaches to creative production. (SBSBM 5.2)																				x	x	x
12. To reflect deeply both during and after projects and draw conclusions to improve practice, and adjust goals accordingly. (SBSBM 5.1,5.2)																				x	x	x
C: Subject Specific Skills																						
10. To create and manage an agile production process from concept to delivery using established and emerging techniques. (SBSBM 5.1) (SBSC 3.15, 3.4, 3.7, 3.8, 3.17, 3.18)																					x	
11. To use state-of-the-art and new tools to create innovative products and services that demonstrate aesthetic and technical excellence and commercial viability. (SBSC 3.15, 3.4, 3.7, 3.8, 3.17, 3.18)																				x	x	x
12. To give and receive insightful feedback using new and developing methods. (SBSC 2.6, 3.4, 3.9)																				x	x	
13. To collaborate with experts in their own and other fields and proactively seek expertise and training to address shortcomings (SBSBM 5.2) (SBSC 2.6, 3.4, 3.9, 3.15)																				x	x	x
D: Transferable Skills																						
9. To create a working culture in which creativity and collaboration are nurtured and prized (SBSBM 5.2)																				x	x	x
10. To apply advanced academic and professional knowledge to solve problems and improve practice (SBSBM 5.1, 5.2)																				x	x	x
11. To communicate engagingly complex products and services to a wide range of audiences (SBSBM 5.1, 5.2) (SBSC 3.4, 3.5, 3.9)																				x	x	x

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