THE
NORTHERN
SCHOOL
OF ART

Programme Specifications

BA (Hons) Visual Effects & Modelmaking

2019-2020

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Gold

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Contents

Section One

Programme Specification

The Programme Specification provides a summary of the main features of the **BA (Hons) Visual Effects & Modelmaking** programme, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the programme.

Further detailed information on the learning outcomes, content and learning and teaching methods of each module can be found in your module handbooks.

Key Programme Information	
Final award	BA (Hons)
Programme title	BA (Hons) Visual Effects & Modelmaking
Teaching institution	The Northern School of Art
Awarding Institution	Arts University Bournemouth [AUB]
Professional accreditation	None
Length of programme/mode of study	3 Years Full-Time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W614
Language of study	English
External Examiner for programme:	Stephen Sheffield Greater Brighton Metropolitan College
Please note that it is not appropriate for students to contact External Examiners directly	
Date of validation	March 2018
Date of most recent review	N/A
Date programme specification is written/revised	March 2018

Programme Introduction

The Northern School of Art has built up a reputation for modelmaking within the BA (Hons) Production Design for Stage & Screen programme. This programme successfully meets a broad range of sector skills. However, with native image resolutions now surpassing 4K in film and TV productions, visual effects and modelmakers are required to demonstrate a more focused and specialised approach. This new programme has been developed to merge traditional modelmaking, engineering and digital VFX solutions to meet this industry need.

Students will learn to combine creativity with high levels of technical ability. Firstly, they will explore physical modelmaking to develop practical workshop skills. Then they will develop their digital skills in visual effects, including artefacts created, altered, or enhanced through Computer Generated Imagery (CGI). Learning to create or render in 3D and enhance props or models for visual effects in TV, film and theatre.

This programme will develop highly skilled professional practitioners who can work independently and with confidence in their abilities. This will help them to secure employment in a diverse range of industries. Career opportunities include TV, film and theatre production, and other areas of employment that include animation, architecture, product design, advertising, exhibition design, heritage, and theme parks, as well as other industries listed.

- Architectural modelmaking.
- Modelmaking and design for theatre.
- Film and TV prop making.
- Prototyping for industrial designers.
- Puppet and character development for stop frame animation.
- Interactive exhibition models.
- Animatronics and automata for exhibition and TV.
- Character design.
- Photographic props for advertising.
- Concept models for the games industry.

Programme Aims

PA1 To encourage you to review, consolidate and extend your knowledge and understanding of visual effects and modelmaking and apply this to a range of contexts.

PA2 To enable you to identify and analyse, the relationship between theories and practice and to illustrate these throughout practical work.

PA3 To encourage independent and professional approaches to creative practice and project management, including planning and organisation, investigation, evaluation and collaboration.

PA4   To enable you to communicate effectively in a variety of forms appropriate to a range of contexts and audiences.

PA5   Establish your competence in, and professional application of, practical, technical and digital skills relating to the safe use of appropriate materials, tools, equipment.

PA6   To enable you to produce ethical work to a standard appropriate to the professional context of visual effects and modelmaking, which is informed by research and experimentation.

Programme Outcomes

By the end of the programme you will be able to:

PO1   Demonstrate a systematic understanding of key areas of your field of study and its cultural, ethical and professional contexts.

PO2   Synthesise, evaluate, reference and apply research from appropriate sources to make independent judgements and to initiate and carry out projects.

PO3   Manage your own work and learning as an autonomous practitioner and collaborate with others in preparation for employment, continuing professional development and/or postgraduate study.

PO4   Demonstrate readiness for employment, continuing professional development and/or postgraduate study, acknowledging the legal, ethical and sustainable constraints and professional expectations of the relevant industries.

PO5   Effectively apply an appropriate range of safe and competent practical and technical skills to resolve problems and produce professional solutions for a range of relevant industries.

PO6   Apply an appropriate range of practical and technical skills to produce solutions and outcomes relevant to your field of study and related professional practice.

Reference Points

UK Quality Code for Higher Education, including:
▪   Subject Benchmark Statement February 2017: Art and Design
▪   Framework for Higher Education Qualifications (FHEQ)
AUB Regulatory Framework and Assessment Regulations
The Northern School of Art Strategic Plan
The Northern School of Art Higher Education Learning, Teaching and Assessment Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each level of the programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take a more questioning approach, so that you can resolve problems with increasing confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Programme Leader, academic staff are responsible for coordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used to enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team-teaching approach in both practical and written modules. Lectures, seminars and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar rooms.

Level 4 – Foundation and Orientation

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and teaching sessions provides you with a clear indication of your progress, and you can

use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

Level 5 – Development and Exploration

The learning and teaching strategies used in Level 5 encourage you to take more responsibility for your learning and personal development, underpinned by formative self and peer evaluation. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of inquiry, including research, development and realisation, in response to module learning outcomes. Elements of work-related learning, such as live projects, enable you to develop your professional practice and experience of working in a commercial context. Throughout Level 5, you are also encouraged to seek and negotiate your own work experience, if suitable opportunities are available.

Level 6 – Consolidation and Expertise

In Level 6, you are encouraged, within a supportive environment, to interrogate your specialism, consider your future direction and use the opportunity to effectively and meaningfully plan, prepare and move forward. Through analysing and defining your individual direction, you will develop a range of intellectually and practically challenging work that helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated projects and your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, specialist academic tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy, while continuing to address any potential issues. Individual student-initiated projects are developed, negotiated and undertaken within the module framework to assist you in the realisation of your creative aspirations as an independent practitioner.

Methods of Learning Glossary

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

Timetabled teaching sessions

Your student timetables indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas

- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal
- Flipped Learning – introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities
- Seminars - discussions that develop your critical responses
- Demonstrations - practical and workshop-based activities

Independent study

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module.

During these periods, tutors are not timetabled to teach you, but technician demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The School's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

Assignments

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Levels 5 and 6.

Live assignments or live briefs

An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments/live briefs can also include competitions and awards.

Projects

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you through the Learning Agreement (see below), and supporting you throughout the project, including ethical considerations, which will be undertaken on an individual basis and/or in groups.

Lectures

A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

Academic tutorials

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or with a group of students.

Seminars

A group activity involving the open discussion and analysis of topics – seminars may be tutor-led or student-led and can include short presentations.

Group critiques

These involve students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

Workshops

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

Educational visits

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

Personal Development Planning [PDP]

Personal Development and Planning [PDP] are linked to all Levels of the programme through methods of reflective practice and planning which are integral to each module and help you to plan, integrate and take responsibility for your personal, academic and career development. In dialogue with tutors through formative feedback, you are encouraged to identify strengths and areas for development and establish learning goals that might improve perceived weaknesses and enhance your strengths.

Learning Agreements

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals and aspirations whilst meeting the specified aims and learning outcomes of the module. The Learning Agreements contribute towards evidence of your Personal Development Planning.

At level 6, the learning agreement includes an ethical approval process showing evidence of ethical awareness processes to overcome issues.

Assessment

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement and also gives you regular feedback on how your learning is developing.

At every level of your programme, you will be provided with a Module Handbook for each module, which contains information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed; the deadline for submitting your work for assessment; and when you can expect to receive summative feedback.

You will receive a final mark for each module in the form of a percentage, which is recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

All learning outcomes must be passed to successfully complete the module.

On successful completion of your Honours degree programme, you will be awarded a degree classification based on your module marks. The final classification is determined using all module marks at Levels 5 and 6 using two different algorithms, which are detailed in the Undergraduate Regulatory Framework and Assessment Regulations (available on the VLE). If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have joined Level 6 either through the Accreditation of Prior Learning [APL] route or having completed a Foundation Degree [FdA], the final classification is determined using only your module marks at Level 6.

For further information on progression, awards and classifications, please visit the VLE.

Programme Structure

All students are registered for the award of BA (Hons); however, exit awards are available if you leave the programme early, having successfully completed one or

two Levels. If you successfully complete a Level of the programme, you will automatically be entitled to progress to the next Level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the School following successful completion of the first year of your programme.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the School following successful completion of the second year of your programme.

For the award of a BA (Hons), you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your programme.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Programme Content

The programme is structured to provide you with the skills, knowledge and abilities that will help you to become increasingly independent as a visual effects practitioner and modelmaker, and to develop the skills required for employment, entrepreneurship and professional practice within the relevant industries, or for progression to postgraduate study.

The programme's modules have been designed and organised to provide opportunities for you to develop, integrate and consolidate a wide range of knowledge and expertise, with an emphasis on creative investigation and critical inquiry. The module structure provides you with a holistic and coherent learning experience and a comprehensive framework for assessment and progression that will enable you to gain recognition for your progress and achievement.

The programme consists of three Levels (4, 5 and 6), each lasting one academic year of full-time study. Each Level is divided into modules, which may vary in size. A standard module represents 200 hours of study and is worth 20 credits. Depending on the complexity of the area being studied, some modules may be larger, for example, in Level 5 and Level 6 you will study a combination of 20 credit and 40 credit modules.

Level 4

The **Research Studies** module will introduce you to visual effects and modelmaking's place in social history. How visual effects and modelmaking has been used to support some of the great artistic achievements of our time from Fritz Lang's 'Metropolis' and its groundbreaking visual effects and models to the cutting edge of John Lasseter's and Pixar's digital development work. To complement this, you will explore terminology associated with the TV and film industries, which will

give you an understanding of a Prop/Modelmakers role in a creative team. This module will introduce you to the research methodology and analysis within the development of a journal of learning. Looking at market awareness, social and material culture, this will form the foundation on which you are to develop a language, which will support your own professional practice throughout the three years of study and on into your professional careers.

The **'Drawing for Creative Development'** module will introduce you to a variety of media, materials, equipment, processes, techniques and technologies which will support your professional practice. While exploring digital and hand drawing techniques, you will develop an understanding of the cultural and ethical challenges that have affected creative development in visual effects and modelmaking. Examining how technology and business expectation have developed hand in hand. How they have modelled the design process and how this may influence your own professional practice.

This first semester of study also includes the primary workshop module, which is **'Workshop Practice'**. This module is designed to introduce you to safe workshop practice using a range of traditional workshop equipment, machines, tools and fixings. You will safely learn how workshop machines operate and also how to service and care for the equipment. You will also be introduced to a broad range of materials, techniques and processes. Then through the safe application of this knowledge, you will investigate and experiment recording the development of your new practical and technical skills.

In the **Visual Development** module, you will expand and explore your range of drawing techniques, which you have begun to develop through the '**Drawing for Creative Development'** module in semester 1. This is intended to support your '**Digital Creative Development'** and '**Traditional Creative Development'** modules. You will research and explore how technology can support visual effects and modelmaking whether it is traditional or digitally created. This module will also introduce photographic and image manipulation skills, including Chroma Key.

The **'Traditional Creative Development'** module introduces more advanced equipment and materials that concentrate on the finishes associated with the production of high-quality props. The importance of research into materials, techniques and processes is again paramount. This module will also introduce distressing, and other paint finishes as well as new materials such as resin and silicone and more advanced mould making for the development of components for props.

The **Digital Creative Development** module introduces approaches to problem-solving related to visual effects and digital modelmaking. You will be introduced to digital 3D modelmaking which will begin the exploration of digital work, which forms the basis of CGI. You will learn how objects are created and then manipulated into other shapes. You will experiment with lighting and texture using increasingly complex materials and maps. This module will help you to gain an understanding of how digital models can be further developed using 3D printing, CNC routing and laser cutting.

Level 5

The **Digital Development** module will extend and develop your digital skills which will include visual effects, digital drawing, CAD software, digital media, 3D modelling software, 2D illustration software 2D and 3D media applications, traditional tools and workshop skills. You will develop a learning agreement which will identify specific areas of interest to encourage you to review and critically evaluate your learning and provide opportunities to negotiate the development of specific skills and abilities. This learning agreement will support your own individual specialism and extend practical, creative and transferable skills to support your future professional practice.

The development work which you are undertaking in this module will enable you to create accurate drawings and animation models which you will be able to use in the **'Action Props'** module to demonstrate working models and mechanisms.

This module will introduce you to 'Action Props' which is a term that relates to anything an actor has to hold or operate. Action Props will normally consist of moving parts or mechanisms within the design and production, which when demonstrated on set, must work correctly every time. Action Props can be seen in various settings including museums, exhibitions, films, TV and theatre.

You will explore control systems such as hydraulics, remote and radio control, which is often used to move props and models on set, which will include electrical systems and develop a working knowledge of the safe use of low voltage electric circuits including lights and motors. Through this module, you will be introduced to mechanisms such as leavers, pulleys, cams and gears. These make up the basis for complex machines such as a car engine or an animatronic puppet. You will develop simple machines or mechanisms. The development work which you are undertaking alongside this module in the **'Digital Development'** will allow you to produce accurate drawings and animations which you will use in the workshop to create working models and mechanisms.

In the next module, you will be introduced to **'Transformative Techniques'** which relates to sculptural work through workshop practice. The development of sculptural materials such as clay, wax, and polymer clays are used to create sculptural pieces. You will develop mould making skills using materials such as silicone and resins.

This module will include an introduction to the development of armature for static and animated models including materials such as wire, rod and spun armatures and an introduction to ball jointed metal armatures will be included such as is used in animated models. You will be introduced to techniques, materials and equipment a modelmaker would need to develop large-scale work and point of sale, using materials such as polystyrene or foam.

Through the **'Professional Practice'** module, you will learn to extend and develop your knowledge of professional practice and career structures in the visual effects and modelmaking industries and how you can locate your practice within them. Through this module, you will develop the practical skills you will need to promote yourself using a range of research techniques to analyse and identify potential

pathways to employment and/or further study. This will include portfolio building, photography and presenting your work in a professional manner. You will also produce a 2500 word essay or report using academic conventions that will help prepare you for the Dissertation / Report module at Level 6.

The final module in Level 5 is the '**Professional Consolidation**' module. This module is designed to consolidate the learning that has taken place through the first half of the programme. Through the development of a learning agreement, you will have the opportunity to negotiate your learning, focusing on areas of specialism in which you have developed a particular interest.

During this process, you will extend your knowledge and critical understanding in the development of your work through experimentation and risk-taking. You will critically evaluate the appropriateness of different approaches to problem-solving. Through experimentation and exploration of materials and processes, you will develop your creative, practical and technical skills as appropriate to your individual strengths and aspirations. This module will help to prepare you for more independent development in Level 6.

Level 6

In the **Project Research and Preparation** module, you will identify, initiate and negotiate a personal project that will enable you to consolidate and demonstrate your individual creative identity. This should reflect the individual focus of creative practice relating to visual effects and modelmaking, which is to be underpinned by extensive research, analysis and development work that supports the realisation and production of the **Final Major Project**. The research, planning and development undertaken at this point will include identifying and negotiating the topic of your written investigative study for the **Dissertation / Report** module, which will be devised to inform and enhance your practical work.

This **Dissertation / Report** module provides you with the opportunity for extended research and investigation into a negotiated individual topic based on an aspect of creative practice.

The **Final Major Project** module enables you to focus on a particular specialist area within visual effects and modelmaking and to apply the knowledge, skills and intellectual abilities acquired and developed throughout the programme. You are expected to realise the conceptual, theoretical and professional inquiry identified in your Learning Agreement, which you produced in the '**Project Research and Preparation'** module. This is in order to bring these ideas to a reasoned conclusion, based on problem-solving, decision-making and critical evaluation.

The '**Final Show and Portfolio'** module is a launch point for your commercial vision or progression to postgraduate study. You will present yourself and your work in a relevant professional context that highlights the progression made as a critical, creative practitioner. The opportunity to create an outward- facing exhibition that showcases creative practice and achievements is to be encouraged here and working with a provided space; you will manage and deliver an individual show that promotes a final portfolio of work, supported by self-promotion and marketing tools directed at your

individual professional aspirations.

Programme Modules

Module Code	Module Title	Credit Weighting
Level 4		
HVEM461	Research Studies	20 Credits
HVEM462	Drawing for Creative Development	20 Credits
HVEM463	Workshop Practice	20 Credits
HVEM464	Visual Development	20 Credits
HVEM465	Traditional Creative Development	20 Credits
HVEM466	Digital Creative Development	20 Credits
Level 5		
HVEM561	Digital Development	20 Credits
HVEM562	Action Props	20 Credits
HVEM563	Transformative Techniques	20 Credits
HVEM564	Professional Practice	20 Credits
HVEM565	Professional Consolidation	40 Credits
Level 6		
HVEM661	Project Research and Preparation	40 credits
HVEM662	Dissertation / Report	20 credits
HVEM663	Final Major Project	40 credits
HVEM664	Final Show and Portfolio	20 credits

Programme Diagram

This diagram indicates the proposed start and end dates for each module and shows teaching weeks only; holiday periods are not included. Further information on the structure of each module is included in your Module Handbooks.

Level 4		
Week Numbers		

	1 2 3 4 5 6 7 8 9 10 11 12 13 14	INTERIM	15 16 17 18 19 20 21 22 23 24 25 26 27 28	
WELCOME WEEK AND INDUCTION	Week 1 to 14 HVEM461 Research Studies 20 Credits	**INTERIM**	Week 15 to 28 HVEM464 Visual Development 20 Credits	**WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND**
	Week 1 to 14 HVEM462 Drawing for Creative Development 20 Credits		Week 15 to 28 HVEM465 Traditional Creative Development 20 Credits	
	Week 1 to 14 HVEM463 Workshop Practice 20 Credits		Week 15 to 28 HVEM466 Digital Creative Development 20 Credits	

Level 5

Week Numbers

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |

WELCOME WEEK AND INDUCTION

INTERIM

WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS

Week 1 to 14
HVEM562 Action Props
20 Credits

Week 15 to 28
HVEM564 Professional Practice
20 Credits

Week 1 to 14
HVEM563 Transformative Techniques
20 Credits

Week 1 to 14
HVEM561 Digital Development
20 Credits

Week 15 to 28
HVEM565 Professional Consolidation
40 Credits

Level 6																												
Week Numbers																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28

Weeks 1 – 9
HVEM661 Project Research and Preparation
(40 credits)

Weeks 1 – 14
HVEM662 Dissertation/ Report
(20 credits)

Weeks 15 – 23
HVEM663 Final Major Project
(40 credits)

Weeks 24 – 28
HVEM664 Final Show and Portfolio
(20 credits)

WELCOME WEEK AND INDUCTION

WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS

Mapping of Module Learning Outcomes to Level Outcomes

Level 4 Outcomes On successful completion of Level 4, you will be able to:	Research Studies	Drawing for Creative Development 20 credits	Workshop Practice 20 credits	Visual Development 20 credits	Traditional Creative Development 20 credits	Digital Creative Development 20 credits
Describe, explain and use key cultural and ethical concepts relating to visual effects and modelmaking.	LO1	LO3				
Gather, describe and apply research from primary and secondary sources in order to develop ideas and make sound judgements.	LO2			LO1		
Evaluate the appropriateness of different approaches to problem-solving related to visual effects and modelmaking.		LO2	LO2		LO1	LO1
Reflect upon and evaluate your progress in order to identify your strengths and areas for future development.	LO3					LO2
Demonstrate and apply a range of practical and technical skills relevant to the development of modelmaking.		LO1	LO3	LO2		
Communicate the results of your investigation accurately and reliably with structured and coherent discussion and ethical representation.			LO1		LO2	LO2

Level 5 Outcomes On successful completion of Level 5, you will	Action Props 20 credits	Transformative Techniques 20 credits	Digital Development 20 credits	Professional Practice 20 credits	Professional Consolidation 40 credits
Demonstrate knowledge and critical understanding of cultural, ethical and professional contexts and apply these to a range of activities.				LO1	LO1
Use a range of established techniques to initiate and undertake the critical analysis of information regarding industry practice.	LO1			LO2	
Critically evaluate the appropriateness of different approaches to problem-solving relating to a wide range of related industries.	LO3	LO1	LO1		LO2
Apply reflective practice and evaluation to the negotiation and management of your own learning and the identification of individual routes of inquiry.			LO2		
Select and apply appropriate practical and technical skills relevant to a range of industries relating to visual effects and modelmaking in order to develop existing skills and acquire new competencies.	LO2	LO2			LO3
Effectively communicate information, arguments, concepts and analysis in a variety of forms to specialist and non- specialist audiences.		LO3	LO3		

Level 6 Outcomes On successful completion of Level 6, you will be able to**:**	Project Research and Preparation 40 credits	Dissertation / Report 20 credits	Final Major Project 40 credits	Final Show and Portfolio 20 credits
Demonstrate a systematic understanding of key areas of your field of study and its cultural, ethical and professional contexts.	LO1		LO1	LO1
Synthesise, evaluate, reference and apply research from appropriate sources to make independent judgements and to initiate and carry out projects.	LO2	LO1		
Manage your own work and learning as an autonomous practitioner and collaborate with others in preparation for employment, continuing professional development and/or postgraduate study.	LO3	LO2	LO2	
Demonstrate readiness for employment, continuing professional development and/or postgraduate study, acknowledging the legal, ethical and sustainable constraints and professional expectations of the relevant industries.	LO4	LO3	LO3	
Effectively apply an appropriate range of safe and competent practical and technical skills to resolve problems and produce professional solutions for a range of relevant industries.			LO4	
Apply an appropriate range of practical and technical skills to produce solutions and outcomes relevant to your field of study and related professional practice.		LO2		LO2

Resources

Library

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at the School. All new students receive a Library induction and a subject-specific resource guide which is followed up by an information skills. Additional help is available within the Library for research, and there is a proofreading service for essays and dissertations to check for spelling and grammatical errors.

The Library holds a variety of learning materials including books, academic journals, DVDs, and magazines. There is also a wide range of specialist electronic resources focusing on art, design and media, including online e-books and e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and the School portal.

The Library is Wi-Fi enabled, and facilities include study spaces and a photocopier. The resources, and help from the knowledgeable, friendly staff, make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

Information technology [IT] and digital learning resources

The School provides a comprehensive range of IT resources based around Apple Macintosh computers and Windows PCs using the latest in specialist hardware and software solutions. In our studio and open access facilities every computer is pre-loaded with the latest versions of Adobe Creative Cloud and Microsoft Office 365 applications. Specialist programmes demand specialist requirements and the School caters for this with IT resources utilising industry standard software and hardware solutions.

Studio and open access facilities are complemented by our Bring Your Own Device system allowing access of personal hand-held devices to our wireless network and the internet.

IT resources are supported by a knowledgeable and friendly IT team that endeavours to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5.00pm Monday to Thursday and 8.30am to 4.30pm on Fridays, email: helpdesk@northernart.ac.uk.

The School provides access to a variety of programme and School related information including Programme Handbooks, Module Handbooks and online learning materials through the VLE.

Student Support

Academic guidance and support

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through critiques and written feedback, as well as guidance on practical work and informal discussion about your progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to have in-depth discussions about your work or the programme in general. You will be entitled to at least one formal recorded academic tutorial per semester with a nominated member of your Programme Team. For further information about academic tutorials, you can refer to the HE Academic Tutorial Policy, which is available on the VLE.

Support and advice are also provided on an informal basis throughout the programme, through discussions between staff and students.

The School's HE Academic Support facility provides additional taught sessions and talks for all students in areas that will support your academic studies. These sessions are scheduled to align with the curriculum and relevant module deadlines and are delivered within programme areas as requested by academic staff or students.

- Academic referencing
- Academic research/reading
- Note-taking
- Essay and dissertation preparation
- Report writing
- Understanding module requirements
- Understanding summative and formative feedback
- Writing a self-evaluation
- How to complete a Learning Agreement
- Personal Development Planning [PDP]
- Time-management
- Confidence-building

In addition, HE Academic Support provides one-to-one and group support tutorials for all students throughout the academic year.

More information is available on the HE Academic Support section of the VLE.

Career education, information and guidance

Advice and guidance for careers support and further training are offered throughout your programme to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme,

many of whom are creative practitioners, will be able to give you further advice about careers in your subject area. Additional support and mentoring to assist in your career planning and research is available from the School's Employability and Enterprise Centre (Folio), and there is also a careers section in the Library.

Support for students with disabilities (including dyslexia)

The School is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The School aims to support all students' individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty, e.g. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Services team will support you to access additional funding (Disabled Students Allowances - DSA), which may fund the cost of any your support needs. A member of the Student Services team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition, all students have the opportunity to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test and helps to identify if you need any extra support, even if you have never accessed support before. If you do, the team will work with you to identify what support you need and help you to access further diagnostic tests and funding. The Student Services team can also offer dyslexic thinkers one-to-one support from a specialist tutor to help develop learning skills, as well as offering all students facilities such as a proofreading service via the Library.

Pastoral support and guidance

Support and advice on non-academic matters are provided through trained and qualified professional staff within the Student Services team.

The Student Services team is based in the main building behind reception and is open 5 days a week. There is no need for an appointment, you can access support at any time, and the team are all contactable by email or through the online chat facility on the VLE.

The team can help with a variety of issues from practical support in areas such as finance, funding, accommodation and health-related issues, to support and advice on personal issues.

The team also has an onsite counselling service, which you can access whether or not you have seen a counsellor before. This service can help to find positive solutions to issues such as bereavement, mental health issues, and support in managing stress and anxiety. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

You can find contact details and further information about Student Services in the Student Services section on the VLE and in various printed booklets available on the noticeboard outside the Student Services office.

Monitoring the quality of your programme

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by the Arts University Bournemouth at periodic intervals, normally of 5 years. This process ensures that the programme remains up to date, and is preparing you for a career in the creative industries while also delivering a high-quality student experience.

In addition, all programmes undertake an Annual Programme Review, which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey [NSS]
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives, Student Assemblies and Programme Boards of Study
- Feedback from relevant employer groups.

All programmes develop an Action Plan from the Annual Programme Review process, which is monitored by the School. Your Student Representatives can keep you informed about progress against the programme Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the staff Performance Management process.

Indicators of quality and standards

All students on taught higher education programmes at the School are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In February 2016, the School underwent a Higher Education Review [HER] with the Quality Assurance Agency for Higher Education [QAA], which formed the following judgements about the higher education provision at The Northern School of Art [formally, Cleveland College of Art & Design]:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities is commended

This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

More detailed information to support your study on the programme is available in the following documents, which are available on the VLE:

- Online programme information
- Module Handbooks
- Regulatory Framework and Undergraduate Assessment Regulations
- HE Student Regulations
- Student Charter
- School policies and procedures