

Faculty: Science, Technology and Creative Arts
School of Creative Arts

Title of Programme: Model and Special Effects Programme

Programme Code: CCSFX

Programme Specification

Start Date: September 2011

Date of Approval: 1 April 2011

Associate Dean (Academic Quality): PETROS KHOUDIAN

A handwritten signature in black ink, appearing to read 'Petros Khoudian', with a stylized flourish at the end.

Signature

Programme Specification Model and Special Effects Programme

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	Not applicable
Final Award	BA (Hon)s
All Final Award titles	Model Design and Model Effects Special Effects Character Creation and Technical Effects
FHEQ level of award	Honours (6)
UCAS code(s)	W292 BA/MDME

A. Programme Rationale

The Model and Special Effects programme holds within it three degree awards, each award seeking to address a specific but not isolated area of the creative media industries:

BA (Hons) Model Design and Model Effects – making models for use in architecture, automotive, exhibit, movie miniatures, museum, product, toy prototyping.

BA (Hons) Special Effects (SFX) - the design and creation of mechanical effects requiring animatronic and puppeteered mechanisms as well as physical effects which involve atmospheric or pyrotechnics.

BA (Hons) Character Creation and Technical Effects – will involve sculpting and casting of realistic and imagined forms working on the boundary between costume and effects or make-up and effects.

The programme aims to produce practitioners with excellent creative, conceptual and technical expertise suitable for employment in the creative media industries. It does this by providing an opportunity to combine design creativity with the craft skills required by the wide spectrum of SFX practices, ranging from the highly accurate engineering approach of the product modeller, to the imaginative and inventive solutions of visual effects designers in advertising, film and TV.

The programme is built upon a world-class reputation for producing professional model designers for all areas of the media industry and has achieved this through cultivating extensive links with leading companies in the UK, Europe, USA and Australia. Work placements are a major feature of the programme with the majority of students undertaking a substantial period of work experience, up to a maximum 3 months, during their second year.

Students on the three degree pathways work alongside each other in one large studio space. This arrangement supports the first and second years of study in which all students undertake a common set of modules centred on three main approaches to model, effects and character design, as follows; design as representation, as communication and as interpretation. This enables students to experience a broad range of areas within the discipline and recognise their individual needs and

strengths, providing a platform for their specialist study in the final year. In addition to acquiring a comprehensive range of traditional drawing and making skills students are provided with opportunities to develop highly technical and state of the art skills, in both 2D and 3D computer software, enabling students to output their work to 3D printing, CNC machining and laser cutting machines.

Practice-based studies are partnered by Critical and Cultural Studies modules which explore the cultural and professional context surrounding the students' work, including, for example, contemporary film, architecture and product design. This helps students to make informed choices about their work, its position in the world of professional practice and its future direction.

Within projects taken during level 5, students undertake specialist studies tailored to their chosen degree subject; Model Design and Model Effects, Special Effects or Character Creation and Technical Effects. These enable the acquisition of specialist skills and knowledge, both through deep and sustained project work and skill equipping workshops. During the year students have opportunities to further develop their skill base and to demonstrate their ability in a professional context, by working on placement with leading companies in the media industries. This exposes students to professional standards and further develops their ability to understand and interpret a broad range of information provided by clients. In addition, they learn to communicate and present their ideas and to work as part of a team.

During level 6, the student chooses to specialize in an aspect of their chosen discipline for their Major degree module. This, together with their other level 6 work and the Portfolio Project, enables the student to construct a portfolio demonstrating a breadth of application as well as the particular focus of their interest within their chosen field of study. As graduates they will have an understanding of their chosen discipline, be informed about the realities of the professional world and will be professionally adaptable. Graduates are thereby equipped to compete on a national and international level for the positions that will provide their desired career.

In conclusion, the programme produces graduates capable of working professionally in the fields of special effects, model design, character creation and technical effects. Career prospects are wide ranging and include opportunities in film and television, the event, theatre and entertainment industries, in exhibit and museum design, fine art installations, animatronics and automata, to name just a few. For those who choose not to remain in this field, the skills and attributes developed by the programme provide them with opportunities to move sideways into management or to progress to postgraduate study e.g. more advanced computer modelling applications or related areas such as advertising, art direction or set design.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01.

Additionally this programme aims to:

- encourage students to work innovatively and creatively using an understanding of the breadth of practices of model design, special effects and character creation;
- foster a systematic understanding of key aspects of model design, special effects and character creation including current developments and debates in these disciplines;
- enable students to make reasoned judgements, frame appropriate questions and draw independent conclusions;
- facilitate an awareness of the practice of model design, special effects and character creation in professional, cultural and historical contexts;
- foster the transferable skills which will enable students to respond to current and future career challenges;

- equip students with the skills to work professionally in these and associated fields and contribute creatively in a variety of roles, working independently and as part of multidisciplinary teams;
- enable students to communicate effectively to specialist and non-specialist audiences in oral, written and visual forms;
- prepare students for further academic or professional study by equipping them to initiate and manage an independent course of study.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Art and Design and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
A1-current and emerging developments the disciplines of Model Design, Special Effects and Character Creation;	Acquisition of knowledge and understanding is through a combination of lectures, studio-based module work and workshops at all levels (A3/A4).	Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations and essay assignments.
A2-cultural, historical and professional contexts;	Learning is instigated by set projects with tutorial support including small group tutorials.	
A3-visual languages, materials and techniques of the practices of Model Design, Special Effects and Character Creation;	The Critical and Cultural Studies programme makes a particular contribution to the acquisition of cultural, historical and professional understanding (A2) throughout all levels of study.	
A4-a process of ideas development and design realisation to appropriate standards of professional competence;	There is a requirement of written work at all levels and an extended essay at level 6.	
A5-audiences and requirements of professional practice in the creative media industries.	Additional support is provided by a personal tutor, tutorial surgery hours, a special needs and dyslexia support tutor.	
	Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.	

	At level 6 students demonstrate their knowledge and understanding of model design through a programme of module work much of which is determined by themselves, in one of the three degree pathways; model design and model effects, special effects or character creation and technical effects. (A1/A5)	
Intellectual skills - able to:	Teaching/learning methods & strategies	Assessment
<p>B1-exercise in a creative design process, analysis, selection and judgement;</p> <p>B2-demonstrate a willingness to explore visual languages, materials and techniques;</p> <p>B3-generate ideas, present arguments and draw conclusions independently;</p> <p>B4-present a range of solutions to design problems in critical response to set briefs and/or self-determined projects.</p>	<p>Intellectual skills are developed through a combination of lectures and studio-based module work. (B1, B2, B3, B4)</p> <p>Typically, the student's conceptual development will be evident in a design process which demonstrates creative thinking and problem solving, analysis and judgement in the development of solutions and a willingness to explore a range of media. (B2, B3, B4)</p> <p>Conceptual skills are an integral part of studio work and are fostered by set briefs, in-module exercises, workshops, self-determined briefs, seminars and tutorial work. (B1, B2, B3, B4)</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study. (B3)</p>	Intellectual skills are assessed through in-module assessments of portfolio submissions and presentations. Typically, evidence will consist of work sheets, sketch books, research, design ideas and proposals.
Practical skills - able to:	Teaching/learning methods & strategies	Assessment
<p>C1-produce 3D representations using a range of materials for various professional/audience contexts;</p> <p>C2-demonstrate appropriate levels of professional competence in the realisation, presentation and communication of design ideas in a field of Model Design, Special Effects and Character Creation;</p>	<p>These are the practical and professional skills employed in the production of design ideas and solutions. At levels 4 and 5 practical skills are developed through set briefs, exercises and workshops. (C1, C3) At level 6 students are expected to demonstrate professionalism together with aesthetic and functional judgements in the presentation of their design ideas. (C1, C2, C3)</p>	Practical skills are assessed through the production values of module work and are assessed through portfolio submissions and presentations.

C3-make aesthetic and functional judgements in the realisation of design ideas.		
Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
D1-research, critically evaluate, organise and present information to a range of audiences; D2-retrieve and present information digitally; D3-demonstrate personal responsibility and initiative in the management of own learning; D4-identify personal strengths and learning needs; D5-argue rationally and communicate effectively, both orally and in writing; D6-work effectively within a team; D7-respond flexibly to change and in negotiation.	Transferable skills are developed throughout the programme. The skills of research, digital technology and self-management (D1, D2, D3) are integral to module work at all levels. Personal responsibility (D3) becomes an increasingly important skill as students progress to level 6 study. Critical awareness (D4) and flexibility (D7) are developed through self-assessment and negotiated projects and self-determined projects. Communication skills (D5) are developed through oral presentations and in written work. The ability to work flexibly with others (D6, D7) is developed through collaborative projects and work experience. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.	Transferable skills are assessed through a range of assignments built into the curriculum. In-module assessment is by submission of a portfolio, presentations and written work.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full time (3 years), sandwich (4 years) and part time (5 years) modes, and leads to the following awards:

BA (Hons) Model Design and Model Effects
BA (Hons) Special Effects
BA (Hons) Character Creation and Technical Effects

The three awards share a set of level 4 and 5 modules. In total, 45 credits during the final year are specific to the degree award.

Entry is normally at level 4 with suitable entry qualifications as detailed in section F, but is possible at subsequent levels subject to appropriate qualifications and experience. Intake is normally semester A (September).

Work-Based Learning, including Sandwich Programmes

A designated sandwich programme leads to a University award in the sandwich mode, and the word "sandwich" appears on the award certificate. In order for the BA to lead to an award in the sandwich mode, the student must undertake a period of approved work experience of not less than 48 weeks with no possibility of exemption, normally between the end of Year 2 and the beginning of Year 4. This will normally be completed within the United Kingdom but with approval may be completed within other countries. Progress of the students' training and development is monitored by visits from University academic staff. Students will be required to document this period of work in accordance with the guidelines produced by the Faculty/School. Students on the sandwich programme will be registered on the Sandwich Year Module (6CTA1008).

Students who have not achieved the minimum progression requirements at the end of level 5 may be prevented from undertaking a sandwich placement. The policy relating to progression onto the placement year from level 5 is given in the Faculty Guidelines on Placements. Additionally, students who are on the sandwich programme, but who have any level 4 or 5 modules to repeat, will not normally be allowed to re-enrol on these modules until they return from placement. This is to avoid a conflict between UH attendance requirements and the student's commitment to their employer.

OTHER WORK EXPERIENCE

We encourage students to participate in work experience.

Student negotiated work experience is available, by agreement with the programme staff at Level 5. It is also possible for a student to negotiate with the programme leader a summer placement between level 5 and level 6.

It is the responsibility of the student to negotiate with the host organisation where detailed arrangements of timing, location and content of their work experience are a course requirement. Typically, work experience should contribute to:

- development of competencies which prepare students for employment;
- an understanding of the professional context of their discipline;
- an enhanced understanding of their position in the context of a range of career options.

Students planning to undertake work experience during the approved modules are required to submit a proposal in which the arrangements are detailed and which demonstrates their understanding of their responsibilities and how the planned experience will meet the learning outcomes of the module(s). This is to be done using the template and guidance notes in the student handbook. Key characteristics of the placement that are mandatory are:

- the brief must be generated outside the programme of study and be part of a real working context (i.e. not a public competition brief);
- there must be a professional placement contact able to evaluate student performance;
- minimum of 16 days in the placement context.

On completion of work experience, students are required to submit for assessment:

- a written report which reflects on and evaluates the learning experience;
- evidence of work undertaken and / or a report from the host organisation.

The modules that are approved for work experience are:

5CTA1033 – Turbo Project A - 15 Credits)	Students may undertake a faculty work experience instead of one of these modules.
5CTA1032 – Turbo Project B - 15 Credits)	
5CTA1031 – Design and Development – 30 Credits)	
5CTA1030 – Negotiated Project – 30 Credits)	

The following modules are currently available for students wishing to undertake work experience:

5CTA1007 - Professional Work Experience 15: Screen – 15 Credits
 5CTA1005 - Professional Work Experience 30: Screen – 30 Credits
 5CTA1006 - Professional Work Experience 30: Screen – 45 Credits

There is a maximum of 45 credits of professional Work Experience for any student within any year of University study.

Additional advice on these modules is available in the student handbook and the Professional Work experience Definitive Module Document (DMD). Students will need approval of the programme leader or nominee for the work experience, to ensure that the level of challenge and learning is appropriate to the programme of study.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full time

Entry point Semester A

Level 4

Compulsory Modules	Module Code	Credit Points	% examination	% coursework	Semester
Material Technology Processes 1	4DES0060	15	0	100	A
Representation Modelling 1A	4DES0061	15	0	100	A
Interpretation Model Design 1B	4DES0063	30	0	100	B
Communication Model Design 1	4DES0062	30	0	100	AB
Media Histories and Culture	4MMF0001	15	0	100	A
Optional Modules					
Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Choice of Theory Electives (C&CS 1)	See Table 3	15	0	100	B

Students also choose one appropriate optional module of 15 credits from the Critical and Cultural Studies elective modules. Choices are subject to availability and time-tabling constraints. The modules are listed in Table 3.

Level 5

Compulsory Modules	Module Code	Credit Points	% examination	% coursework	Semester
Turbo Project A	5CTA1033	15	0	100	A
Turbo Project B	5CTA1032	15	0	100	B
Design and Development	5CTA1031	30	0	100	A
Negotiated Project	5CTA1030	30	0	100	B
Traditions and Locations	5MMF0019	15	0	100	B

Optional Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Choice of Theory Electives (C&CS 1)	See Table 3	15	0	100	B

Students also choose one appropriate optional module of 15 credits from the Critical and Cultural Studies elective modules. Choices are subject to availability and time-tabling constraints. The modules are listed in Table 3. The elective module is mandatory and cannot be replaced by work experience modules.

Placement Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Professional Work Experience 15: Screen	5CTA1007	15	0	100	A, B
Professional Work Experience 30: Screen	5CTA1005	30	0	100	A, B, AB
Professional Work Experience 45: Screen	5CTA1006	45	0	100	A, B, AB

In consultation with programme staff, certain Level 5 modules (5CTA1033 Turbo Project A, 5CTA1031 Design and Development, 5CTA1032 Turbo Project B and 5CTA1030 Negotiated Project) may be replaced by work experience modules 5CTA1007, 5CTA1005 and 5CTA1006 (Professional Work Experience 15, 30 or 45 respectively).

These replacement modules are not to exceed 45 credits in any one semester or both semesters if combined. Students may undertake combinations of 15 and 30 credits in both semesters using Professional Work Experience 15, and 30. If 45 credits of modules are undertaken during one semester only as work experience then Professional Work Experience 45 must be used solely.

Upon completion of the work experience, students are required to submit a written report, including a journal of the period and a reflection upon the learning experience. The student's report should be accompanied by a report from the employer.

There is a maximum of 45 credits of professional Work Experience for any student within any year of University study.

Additional advice on these modules is available in the student handbook and the Professional Work experience Definitive Module Document (DMD). Students will need approval of the programme leader or nominee for the work experience, to ensure that the level of challenge and learning is appropriate to the programme of study.

Sandwich Year – Year 3 – OPTIONAL

Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Sandwich Year (Creative Arts)	6CTA1008	0	0	100	ABC

In order to achieve the Sandwich Award students must complete module 6CTA1008 between levels 5 and 6 of their study.

Level 6 (Year 3 FT, Year 4 Sandwich)

The level 6 modules below are common to all three awards of the Model and Special Effects Programme and must be undertaken by all students irrespective of their degree pathway (75 Credits).

Core Modules Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Independent Project	6CTA1014	30	0	100	A, B
Critical and Cultural Studies: L6 Degree Essay / Report (Screen)	6CTA1016	30	0	100	AB
Portfolio Project 3B	6DES0056	15	0	100	B

BA Model Design and Model Effects Award

The level 6 modules below are taken by Model Design & Model Effects award students only (45 Credits).

Compulsory Modules Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Major Model Proposal	6DES0053	15	0	100	A
Major Model Design Project	6DES0054	30	0	100	B

BA Special Effects Award

The level 6 modules below are taken by Special Effects award students only (45 Credits).

Compulsory Modules Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Special Effects Major Proposal	6MMF0009	15	0	100	A
Special Effects Major Project	6MMF0012	30	0	100	B

BA Character Creation and Technical Effects Award

The level 6 modules below are taken by Character Creation and Technical Effects award students only (45 credits).

Compulsory Modules Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Character Creation and Technical Effects Major Proposal	6MMF0013	15	0	100	A
Character Creation and Technical Effects Major Project	6MMF0016	30	0	100	B

Progression to level 6 requires a minimum of 210 credits (including 90 at Level 4) and passes in all compulsory modules.

The award of an honours degree in Model Design and Model Effects, Special Effects or Character Creation and Technical Effects requires 360 credit points passed with a minimum of at least 120 at level six including the final degree project appropriate to the award title. The optional modules at levels 4 and 5 must be undertaken from those offered by the Faculty of Science, Technology and Creative Arts, or, following consultation with and agreement of the programme tutor, equivalent modules offered by other Faculties within the University.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14.

Module 6CTA1016 C&CS Level 6: Degree Essay / Report (Screen) cannot be substituted with equivalent credits from any level to improve the degree classification of the awards BA (Hons) Model Design and Model Effects; BA (Hons) Special Effects or BA (Hons) Character Creation and Technical Effects.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 4	4, 5
University Diploma	180 credit points including at least 60 at level 5	5, 6
Diploma of Higher Education	240 credit points including at least 120 at level 5	5, 6
BA	300 credit points including 180 at level 3/2 of which 60 must be at level 6	6
BA (Hons)	360 credit points including 240 at level 3/2 of which 120 must be at level 6	6
BA Named Award (Sandwich)	300 credit points including 180 at level 5/6 of which 60 must be at level 6	6
BA (Hons) Named Award (Sandwich)	360 credit points	6

E. Support for students and their learning

Students are supported by:

- An induction week at the beginning of each new academic session
- Personal Tutors to provide academic and pastoral support
- A Course Tutor to help students understand the course structure
- A Work Experience Tutor
- A designated programme administrator
- Workshop Techniques – online tutorial support for safe use of the machine shop
- Student representatives on programme committees
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 3 Learning Resources Centres
- Guided student-centred learning through the use of StudyNet
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, incorporating Chaplaincy, Counselling and Nursery
- Medical Centre
- The Students' Union
- Overseas Orientation
- A Faculty-based Disabled Student Co-ordinator
- An Equal Opportunities Officer
- A Careers Service for all current students and graduates

F. Entry requirements

Selection is based on a portfolio interview, after which students may be required to complete a Foundation Year or Foundation Diploma before progressing to the degree course.

Applications will be considered on an individual basis and are particularly welcomed from students with non-standard qualifications, or from a variety of backgrounds. Access course students without GCSEs are not required to take these qualifications in addition to their Access award, but must ensure that any required subjects are fully met within their Access course.

The normal entry requirements for the programme are:

Entrants will normally be expected to have successfully completed a visual arts pre-degree course, which may be a Foundation, Access or equivalent course in art and design leading to BTEC National Diploma/Certificate.

'A' level or equivalent qualifications in Design and Technology or Engineering may be acceptable for applicants for the Special Effects degree and Theatre Studies for applicants to the Character Creation and Technical Effects degree, together with attendance at an interview.

Applicants will be evaluated against the following criteria:

- a) Academic attainment within general education at GCSE, A and VA Level GCE (12 unit award).
- b) Satisfactory academic reference.
- c) Personal statement or letter of application.
- d) Alternative or additional experience within art and design or appropriate subject areas.

They will normally be expected to provide evidence of previous study within art and design through a visual portfolio, which demonstrates a range of art and design experience and evidence of study and commitment appropriate to the chosen subject area for degree study. Portfolio inspection may be accompanied by personal interview.

Admission to the Programme at any Level is normally by interview and/or a portfolio inspection in addition to fulfilling the general entry requirements of the University. The successful applicant will normally have completed a Foundation Course in Art and Design, ideally specialising in 3D work, although other patterns of prior study and experience may be acceptable.

For admission at Level 5 or 6, the applicant's prior experience is taken into account by the Programme Tutor at interview. It may be possible to accredit the applicant's prior experience to enable him or her to gain entry direct to Level 5, however, the applicant would normally have to complete the Level 5 course *Material Technology Processes 1* at the discretion of the Programme Tutor. Successful applicants at interview and/or by a portfolio inspection are able to show evidence of ability in drawing, painting, technical drawing, and photography. A wide range of 3D work, evidenced by photography, artefacts or models and prototypes, is preferred, as is indication of ability in written and spoken English. Ideally, prior to interview, the prospective student should be able to show an awareness of the professional context of their chosen discipline by demonstrating some experience of the industry first hand.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

Section 2

Programme management

JACS code(s)	W290
Modes of study	F/T, P/T, Sandwich
Intakes	Semester A
Relevant QAA subject benchmarking group	Art and Design
Date of validation/last periodic review	17 February 2006
Date of production/ last revision of PS	June 2006 (revised 2007, 2008,2009) / April 2010/April 2011
Relevant cohorts	Students entering September 2011
Faculty	Science, Technology and Creative Arts
Administrative School(s)/Departments	School of Creative Arts

Course (i.e. pathway) details

Course (ie. Pathway Point) Titles	Course (ie. Pathway Point) Codes
BA (Hons) Model Design and Model Effects	MMEF1, MMEF2, MMEF3, MMEF4 MMEP1, MMEP2, MMEP3, MMEP4, MMEP5
BA (Hons) Special Effects	SFXF1, SFXF2, SFXF3, SFXF4 SFXP1, SFXP2, SFXP3, SFXP4, SFXP5
BA Hons) Character Creation and Technical Effects	CHCF1, CHCF2, CHCF3, CHCF4 CHCP1, CHCP2, CHCP3, CHCP4, CHCP5

The programme is managed by:

- Associate Head of School with academic responsibility for programmes in the School of Creative Arts;
- a Programme Leader who is responsible for the day-to-day management of the programme;
- three Course Tutors; each of these tutors is responsible for a specific degree pathway but can also advise students on the programme as a whole;
- Module Co-ordinators who are responsible for individual modules;
- an Admissions Tutor, with specific responsibility for open days and selection;
- a Work Experience Tutor to assist with the procurement of placements;
- a designated Administrator to deal with day to day administration associated with the programme
- a programme committee.

Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

None.

Further points of clarification and interpretation relevant to this specific programme are given below:

Relationship of Assessment to aims and learning outcomes

The assessment of each module is based on the fulfilment of the module aims, as evidenced by the student's ability to demonstrate the learning outcomes as expressed in the Definitive Module Documents.

Assessment takes two forms:

- | | |
|-----------|--|
| Formative | - on-going progress review in critiques, presentations and tutorials |
| Summative | - assessment that directly contributes to module grade. In the main, this happens at the end of the modules. |

Assessments on the programme serve to provide the students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed; or, ultimately, to demonstrate their eligibility for the final award.

Students with documented special learning needs are able to negotiate appropriate arrangements for the submission of work for assessment.

The Programme operates a Faculty-wide policy for treatment of extenuating circumstances and students receive details in the Student Handbook

The attendance requirement is normally 80% of taught sessions for all modules within the programme. Lack of attendance may affect the student's ability to meet the learning outcomes of modules with the consequence of reduced or fail grades.

Degree Classification

Module 6CTA1016 C&CS Level 6: Degree Essay / Report (Screen) **cannot** be substituted with equivalent credits from any level to improve the degree classification of the awards BA (Hons) Model Design and Model Effects; BA (Hons) Special Effects or BA (Hons) Character Creation and Technical Effects.

Other sources of information

- Definitive Module Documents
 - Module Guides
 - Student Handbook
 - Programme Specification website:
(StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)
 - University of Hertfordshire Course website:
<http://www.herts.ac.uk/courses/>
 - QAA Benchmark Statement website:
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
 - The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008:
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>
 - SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditlevelDescriptors2003.pdf>
 - External Quality Review report website:
http://www.qaa.ac.uk/revreps/inst_reports.asp?instID=H-0060
 - UNISTATS website:
<http://www.unistats.com/>
 - University of Hertfordshire Academic Quality Office website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
 - Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://herts.ac.uk/secreg/upr/AS14.htm>
 - Learning and Teaching Policy and General Educational Aims, UPR TL01:
<http://herts.ac.uk/secreg/upr/TL01.htm>
 - Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://herts.ac.uk/secreg/upr/SA03.htm>
 - Academic Quality, UPR AS17:
<http://herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
http://www.herts.ac.uk/secreg/upr/upr_azlist_student_info.htm

Other information relevant to the programme

Students on all undergraduate programmes are offered the opportunity to participate in the SOCRATES Exchange Programme, allowing them to complete a part of their level two studies in a partner European Institution. We currently have reciprocal arrangements with institutions in Spain, Hungary, Poland, Bulgaria, Portugal, Ireland and Finland

At Level 5 students are encouraged to participate, during Semester B in an exchange with our US partner, Bemidji State University in Northern Minnesota, USA.

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed
Chair of Faculty Academic Quality Enhancement Committee

Date 1 April 2011

If you would like this information in an alternative format please contact:

Mrs Anne Passmore, Senior Administrator (Academic Quality), Faculty of Science, Technology and Creative Arts

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BA Hons Model Design and Model Effects / BA Hons Special Effects / BA Hons Character Creation and Technical Effects (CC&TE)

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

	Module Title	Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7
Level 4	Material Technology Processes 1	4DES0060			X				X			X	X			X	X				
	Representation Modelling 1A	4DES0061		X	X	X			X	X		X		X	X						
	Interpretation Model Design 1B	4DES0063		X	X	X	X	X	X			X		X	X						
	Communication Model Design 1	4DES0062	X	X	X	X	X		X	X		X		X	X		X	X			
	Media Histories and Culture	4MMF0001	X	X					X						X	X		X			
	C&CS Elective	See table 3	X	X					X		X	X			X		X	X	X		
Level 5	Turbo Project A	5CTA1033	X		X	X		X		X	X	X		X	X	X	X			X	X
	Turbo Project B	5CTA1032	X		X	X		X		X	X	X		X	X	X	X			X	X
	Design and Development	5CTA1031	X	X	X	X	X		X	X			X	X	X		X		X		
	Negotiated Project	5CTA1030	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X		
	Traditions and Locations	5MMF0019	X	X					X						X	X		X	X		
	Professional Work Experience 15: Screen	5CTA1007				X	X				X	X	X				X	X	X	X	X
	Professional Work Experience 30: Screen	5CTA1005				X	X				X	X	X				X	X	X	X	X
	Professional Work Experience 45: Screen	5CTA1006				X	X				X	X	X				X	X	X	X	X
	C&CS Elective	See table 3	X	X					X		X	X			X		X	X	X		
Sandwich Year (Creative Arts)	6CTA1008				X	X				X		X				X	X	X			
Level 6	Independent Project	6CTA1014	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	X
	Critical and Cultural Studies: L6 Degree Essay / Report (Screen)	6CTA1016		X	X				X		X				X		X	X	X		
	Portfolio Project 3B	6DES0056	X	X			X				X		X	X	X		X	X	X		
	Major Model Proposal *	6DES0053	X	X		X	X	X		X			X	X	X		X	X	X		
	Major Model Design Project *	6DES0054	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X			X
	Special Effects Major Proposal *	6MMF0009	X	X		X	X	X		X			X	X	X		X	X	X		
	Special Effects Major Project *	6MMF0012	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X			X
	CC&TE Major Proposal *	6MMF0013	X	X		X	X	X		X			X	X	X		X	X	X		
CC&TE Major Project *	6MMF0016	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X			X

Key: Learning Outcome which is assessed as part of the module ☒

* denotes award specific modules

Key to Programme Learning Outcomes

Knowledge and Understanding

- A1. Current and emerging developments in the disciplines of Model Design and Model Effects;
- A2. Cultural, historical and professional contexts;
- A3. Visual languages, materials and techniques of the practice of Model Design and Model Effects;
- A4. A process of idea development and design realisation to appropriate standards of professional competence;
- A5. Audiences and requirements of professional practice in the creative media industries.

Intellectual Skills

- B1. Exercise, in a creative design process, analysis, selection and judgement;
- B2. Demonstrate a willingness to explore visual languages, materials and techniques;
- B3. Generate ideas, present arguments and draw conclusions independently;
- B4. Present a range of solutions to design problems in critical response to set briefs and/or self-determined projects.

Practical Skills

- C1. Produce 3D representations using a range of materials for various professional/audience contexts;
- C2. Demonstrate appropriate levels of professional competence in the realisation, presentation and communication of design ideas in the fields of Model Design and Model Effects;
- C3. Make aesthetic and functional judgements in the realisation of design ideas.

Transferable Skills

- D1. Research, critically evaluate, organise and present information to a range of audiences;
- D2. Retrieve and present information digitally;
- D3. Demonstrate personal responsibility and initiative in the management of own learning;
- D4. Identify personal strengths and learning needs;
- D5. Argue rationally and communicate effectively, both orally and in writing;
- D6. Work effectively within a team;
- D7. Respond flexibly to change and in negotiation.

Table 3: Critical and Cultural Studies (C&CS) Elective Modules
(subject to availability)

Level 4

Optional Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Objects, Materials and the Body	4ART0018	15	0	100	B
Design and Decorative Arts Post 1950	4ART0022	15	0	100	B
An Introduction to Film	4ART0024	15	0	100	B
Contemporary Design and Criticism	4ART0074	15	0	100	B
Art and Psychology	4ART0029	15	0	100	B
Photography: Application and Context	4ART0030	15	0	100	B
Digital Culture	4ART0032	15	0	100	B
A Short History of Advertising	4ART0055	15	0	100	B
The Death of the Book	4ART0062	15	0	100	B
Comics, Animation and Popular Culture	4ART0037	15	0	100	B
Foundations of Marketing: Art and Design	4BUS0104	15	0	100	B
Sustainability: Past, Present and Future	4ARD0001	15	0	100	B
Gods and Monsters: the persistence of mythology	4ARD0007	15	0	100	B
Internet Cultures	4ARD0004	15	0	100	B
To Subvert and Divert: a particular history of animation	4ARD0006	15	0	100	B
If mouse then... : Exploring Interactive Media	4ARD0002	15	0	100	B
Death, Dancing and Diners	4ARD0026	15	0	100	B
Experiments with the Moving Image	4ARD0033	15	0	100	B
Take 2: Aspects of Film and TV 'mise en scene'	4ARD0032	15	0	100	B

Level 5

Optional Modules Module Titles	Module Code	Credit Points	% examination	% coursework	Semester
Image, Narrative and Representation	5ART0069	15	0	100	A
Contemporary Art and Criticism	5ART0024	15	0	100	A
Media Culture	5ART0017	15	0	100	A
Consuming Art and Design	5ART0020	15	0	100	A
Photography: Gender and Identity	5ART0021	15	0	100	A
Approaches to Arts Therapies Theories	5ART0032	15	0	100	A
The History of Technology	5ART0035	15	0	100	A
Approaches to Contemporary Film	5ART0038	15	0	100	A
Design and Desire	5ART0055	15	0	100	A
Gender, Psychoanalysis and Art Practice	5ART0053	15	0	100	A
Film in the Post-cinema age	5ARD0010	15	0	100	A
Sustainability in Practice	5ARD0005	15	0	100	A
Creating Cultural Spaces	5ARD0004	15	0	100	A
Taking the Ride: theatricality, body thrills, safe spills and simulation	5ARD0006	15	0	100	A
Sonic Worlds: sound, technology, design and meaning	5ARD0012	15	0	100	A
Advertising Worlds	5ARD0018	15	0	100	A
Joystruck: The Emergence of Games Culture	5ARD0092	15	0	100	A
Undressing Cinema: Relationships Between Film and Fashion	5ARD0093	15	0	100	A