

School of Creative Arts

Title of Programme: Model Design

Programme Code: CTMD

Programme Specification

This programme specification is relevant to students entering:
01 September 2019

Associate Dean of School (Academic Quality Assurance)
Barbara Brownie



Signature

13 December 2018

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment
C	At the latest periodic review, Programme Learning Outcomes have been revised and also DMDs have been updated with new codes and learning outcomes
D	Level 5 modules Turbo Project A and Turbo Project B have been combined into a single 30-credit module, Turbo Projects (5CTA1236)
D	Work Experience replacement modules have been removed
F	References to the Herts Handbook have been amended to Ask Herts

If you have any queries regarding the changes, please email AQO@herts.ac.uk

Programme Specification Model Design

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 Campus
Programme accredited by	Not applicable
Final Qualification	BA Hons
All Final Award titles	Model Design (Model Effects) / (Sandwich) / with a Year Abroad /
(Qualification and Subject)	(Sandwich) with a Year Abroad
	Model Design (Character and Creative Effects) / (Sandwich) / with a
	Year Abroad / (Sandwich) with a Year Abroad
	Model Design (Special Effects) / (Sandwich) / with a Year Abroad /
	(Sandwich) with a Year Abroad
FHEQ level of award	6
UCAS code(s)	W292 / W452 / W451
Language of Delivery	English

A. Programme Rationale

This programme holds within it three degree awards, each award seeking to address a specific but not isolated area of the Creative Industries where Model Design is used to communicate ideas and information to a range of audiences:

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

BA (Hons) Model Design (Character and Creative Effects) – sculpting and casting of realistic and imagined forms working on the boundary between costume and effects or make-up and effects.

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

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 Model Design practices. Graduate attributes range from the highly accurate engineering approach of the product modeller, to the imaginative and inventive solutions of special effects designers working 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. Work experience is a major feature of the programme with the majority of students undertaking a range of industry projects during their second year and with an optional Sandwich year available for longer time out in the industry.

Students on the three degree pathways work alongside each other in one large studio space. This arrangement supports peer learning and brings many benefits to all three years of study. In those years all students take common modules which develop their understanding of the underlying principles of model design. The student experience is centred on three main approaches to model design; as representation, as communication and as interpretation.

This approach enables students to experience a broad range of model and effects work within the field of Model Design and enables them to 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, some of which enables students to output their work to 3D printing, CNC machining and laser cutting machines.

Level 4 provides a clear grounding in materials and workshop processes and techniques alongside the development of the student's understanding of the conventions and traditions of representation in the broader field of Model Design. Workshop and Studio practices, Health and Safety and the design process of research, ideas development, evaluation of alternatives and the realisation of finished models are key aspects of Level 4. An important element of study is the *Model in Mind* cultural studies module which equips the student with a number of analytic thinking tools and a body of knowledge that develops their understanding of the cultural resonances of models as objects and as elements in communication processes.

Within projects taken during level 5, students undertake specialist studies tailored to their chosen award. These enable the acquisition of specialist skills and knowledge, both through deep and sustained project work and through a range of skill equipping workshops. During the year students have opportunities to further develop their skill base and to demonstrate their ability in a professional context through work experience with leading companies in the creative 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. The Level 5 cultural studies module *Talking Models* extends the range of critical and theoretical ideas and encourages the student to evaluate the traditions of models and effects in which their work is located.

During level 6, the student chooses to specialise in an aspect of their chosen discipline for their Major Project module. This, together with their other level 6 work, enables the student to construct a portfolio demonstrating a breadth of application as well as the particular focus of their interest within their chosen specialism. Alongside their practical work students undertake a significant enquiry module that leads to a significant written text. This module develops a range of enquiry, thinking and communication skills appropriate for both academic work and as key transferable skills in a knowledge economy. As graduates our students 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 and creative effects. Career prospects are wide ranging and include opportunities in film and television, the event, theatre and entertainment industries, in exhibit and museum design, in 3D design and visualisation, in animatronics, automata and kinetic art, 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 related areas such as advertising, art direction or set design, or to progress to postgraduate study.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- encourage students to work innovatively and creatively using an understanding of the breadth of practices of model design;
- foster a systematic understanding of key aspects of model design including current developments 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, 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 the creative industries and in these specialist 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.

The programme accords with the University of Hertfordshire Graduate Attributes:

- 1. Professionalism, employability and enterprise:** The University promotes professional integrity and provides opportunities to develop the skills of communication, independent and team working, problem solving, creativity, digital literacy, numeracy and self-management. Our graduates will be confident, act with integrity, set themselves high standards and have skills that are essential to their future lives.
- 2. Learning and research skills:** The University fosters intellectual curiosity and provides opportunities to develop effective learning and research abilities. Our graduates will be equipped to seek knowledge and to continue learning throughout their lives.
- 3. Intellectual depth, breadth and adaptability:** The University encourages engagement in curricular, co-curricular and extracurricular activities that deepen and broaden knowledge and develop powers of analysis, application, synthesis, evaluation and criticality. Our graduates will be able to consider multiple perspectives as they apply intellectual rigour and innovative thinking to the practical and theoretical challenges they face.
- 4. Respect for others:** The University promotes self-awareness, empathy, cultural awareness and mutual respect. Our graduates will have respect for themselves and others and will be courteous, inclusive and able to work in a wide range of cultural settings.
- 5. Social responsibility:** The University promotes the values of ethical behaviour, sustainability and personal contribution. Our graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

6. **Global awareness:** The University fosters discussion of complex and evolving world issues. Our graduates will be confident to act effectively in settings where language and culture are not familiar to them and will have an understanding of international traditions and practices both within, and beyond, their discipline.

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 Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Programme Learning Outcomes will be contextualised for each award title in accordance with the subject area being studied.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1- The underlying principles of current practices in Model Design and their application.	Acquisition of knowledge and understanding is through a combination of lectures, studio-based project work and workshops at all levels. (A1 to A4 and A5, A6, A7)	Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations and verbal assignments in a range of media formats.
A2- Methods of problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts.	Learning is instigated by set projects with tutorial support including small group tutorials. (A1 to A4) For A5, A6 and A7, self-managed learning, responsible independence and autonomy develop knowledge and understanding of the student's chosen specialist field in the context of projects proposed by students and negotiated with tutors to ensure the fulfilment of Learning Outcomes.	At level 6 students demonstrate their knowledge and understanding through a programme of module work, much of which is negotiated by themselves, in one of the three specialist pathways; model effects, special effects or character and creative effects. (A5, A6, A7)
A3- Appropriate methods of idea development and design realisation.		
A4- The critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of Model Design.		
and for the award of BA (Hons) Model Design (Model Effects):	The Critical and Cultural Studies programme makes a particular contribution to the acquisition of cultural, historical and critical understanding, (A1) to an understanding of communication processes (A3, A4) at all levels of study and to the knowledge and understanding of current practices (A5, A6, A7) especially at Levels 5 and 6.	
A5- Current practices of Model Effects and how they are used to communicate and to form the audience experience.		
and for the award of BA (Hons) Model Design (Character and Creative Effects):		
A6- Current practices of Character and Creative Effects and how they are used to communicate and to form the audience experience.	There is a requirement of written work at all levels and an extended enquiry / essay at level 6.	

<p>and for the award of BA (Hons) Model Design (Special Effects):</p> <p>A7- Current practices of Special Effects and how they are used to communicate and to form the audience experience.</p>	<p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Systematic identification and investigation of appropriate sources.</p> <p>B2- Examination and evaluation of resources processes and materials.</p> <p>B3- Use judgement to reflect critically and analytically, synthesise ideas, draw conclusions independently and propose solutions.</p>	<p>Intellectual skills are developed through a combination of lectures and studio-based module work. (B1, B2, B3, B4, B5, B6)</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. (B1, B2, B3, B4, B5, B6)</p>	<p>Intellectual skills are assessed through in-module assessments of portfolio submissions, presentations and verbal communication in a variety of media formats.</p> <p>Typically, evidence will consist of work sheets, sketchbooks, research, design ideas and proposals, logs of enquiry processes including lists of sources and bibliographies in a standard format, draft and finished texts of various kinds.</p>
<p>and for the award of BA (Hons) Model Design (Model Effects):</p> <p>B4- Identify, analyse, propose and evaluate design problems and solutions using an approach informed by current practices in Model Effects.</p>	<p>The Critical and Cultural Studies modules contribute significantly to the development of analytical thinking (B3) and enquiry skills (B3) and to a range of analytic approaches to current practices. (B4, B5, B6)</p>	
<p>and for the award of BA (Hons) Model Design (Character and Creative Effects):</p> <p>B5- Identify, analyse, propose and evaluate design problems and solutions using an approach informed by current practices in Character and Creative Effects.</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) and through student proposed and negotiated projects. (B4, B5, B6)</p>	
<p>and for the award of BA (Hons) Model Design (Special Effects):</p> <p>B6- Identify, analyse, propose and evaluate design problems and solutions using an approach informed by current practices in Special Effects.</p>	<p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	

Practical skills	Teaching and learning methods	Assessment strategy
<p>C1- Skills to enable the execution of ideas appropriate to the medium.</p> <p>C2- Clarity of purpose, skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of the audience and accuracy of information.</p> <p>C3- Make aesthetic and functional evaluations in the realisation of design ideas.</p>	<p>These are the practical and professional skills employed in the production of design ideas and solutions.</p> <p>At levels 4 and 5 practical skills are developed through set briefs, exercises and workshops. (C1, C2, C3)</p> <p>At level 6 students are expected to demonstrate professionalism together with aesthetic and functional judgements in the presentation of design ideas.</p>	<p>Practical skills are assessed through the production values of module work and through portfolio submissions and presentations.</p>

Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1- Management of learning through reflection, planning, self-direction, subject engagement and commitment.</p> <p>D2- Demonstrate an ability to work professionally, independently and with others.</p> <p>D3-Argue rationally and communicate effectively in written, spoken and visual forms, with due consideration for the ethics and protocols of intellectual property.</p>	<p>Transferable skills are developed throughout the programme.</p> <p>The skills of research and self-management (D1, D2, D3) are integral to module work at all levels.</p> <p>Personal responsibility in a professional context (D2) becomes increasingly important as students progress to level 6 study.</p> <p>Critical awareness (D3) and flexibility (D1) are developed through self-assessment and negotiated projects and self-determined projects.</p> <p>Communication skills (D3) are developed through oral presentations and in written work.</p> <p>The ability to work with others (D2) is developed through collaborative projects and work experience.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum and through presentations and negotiation of project briefs. In-module assessment is by submission of a portfolio and written work.</p>

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

The programme is offered in full-time (3 years) and sandwich or with a year abroad (4 years) modes and leads to the awards of:

- BA (Hons) Model Design (Model Effects)
- BA (Hons) Model Design (Character and Creative Effects)
- BA (Hons) Model Design (Special Effects)
- BA (Hons) Model Design (Model Effects) (Sandwich)
- BA (Hons) Model Design (Character and Creative Effects) (Sandwich)
- BA (Hons) Model Design (Special Effects) (Sandwich)
- BA (Hons) Model Design (Model Effects) with a Year Abroad
- BA (Hons) Model Design (Character and Creative Effects) with a Year Abroad
- BA (Hons) Model Design (Special Effects) with a Year Abroad
- BA (Hons) (Sandwich) Model Design (Model Effects) with a Year Abroad
- BA (Hons) (Sandwich) Model Design (Character and Creative Effects) with a Year Abroad
- BA (Hons) (Sandwich) Model Design (Special Effects) with a Year Abroad

All awards share Level 4 and the majority of Level 5 modules.

Entry is normally at level 4 with A-level or equivalent qualifications as detailed in section G, but is possible at subsequent levels subject to appropriate qualifications and experience. Intake is normally Semester A (September).

Professional and Statutory Regulatory Bodies

This programme is accredited by ScreenSkills: <https://www.screenskills.com/>

Work-Based Learning, including Sandwich and Year Abroad Programmes

A designated Year Abroad programme leads to a University award in Study Abroad mode and the words "with a year abroad" appear on the award certificate. The Year Abroad will provide students with the opportunity to expand, develop and apply the knowledge and skills gained at the start of their course at the School of Creative Arts (UH), within a different organisational and cultural environment in a partner academic institution. The host institution will appoint a Programme Co-ordinator who will oversee the student's programme during the Year Abroad and will liaise with the appointed UH Supervisor. Students on the Model Design Programme may only undertake Study Abroad for an entire academic year and not for a single semester. Students on the Study Abroad mode will be registered on the relevant Year Abroad Module.

Students may undertake a period of study at an approved partner institution as an **additional** year between Levels 4 and 5 (students must have achieved 120 credits in order to progress to the year abroad); or between Levels 5 and 6 (students must have achieved 240 credits in order to progress to the year abroad).

Alternatively, (in exceptional cases where the curriculum provided at another HEI is aligned to that within this programme and where this has been formally agreed by the Programme Leader), students may undertake this study period **in place of** Level 5 (Year 2) at the School of Creative Arts (UH). In this case, successful students will receive credit for 120 credits at Level 5 and their final degree classification will be calculated in line with those for a direct Level 6 entrant (i.e. Level 5 achievement/grades will not be taken in to account).

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 programme to lead to an award in the sandwich mode, the student must undertake a period of approved work experience of not less than 36 weeks with no possibility of exemption, normally between the end of Level 5 (Year 2) and the beginning of Level 6 (Year 4). This will usually be completed within the United Kingdom but with approval may be completed within other countries. Progress of the student's training and development is monitored through visits from University academic staff or from reports from the student. Students will be required to document this period of work in accordance with the guidelines produced by the 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 School Guidelines on Placements. Students who are on the sandwich programme but have a 'Failed' grade at any Level 4 or 5 module will not normally be allowed to register to repeat this module until they return from placement.

Other Work Experience (Short and Medium Term)

In addition to offering a full Sandwich year (as explained above and referred to in the School as a 'Long Term Work Experience'), we encourage students to participate in shorter work experiences / placements.

With agreement from the Programme Leader, a student negotiated work experience is available within this Programme at Level 5.

This means that, with prior written agreement, a student may undertake a work experience in place of *an assessed component within* one of the named modules below (referred to as a 'Short Term Work Experience').

5CTA1237 - Design Process and Realisation (part of) – 30 credits
5CTA1236 - Turbo Projects (part of) – 30 credits

Students normally undertake their work placement *during* Level 5, with the assessment submission made during the period of the module, or alternatively may negotiate with the programme leader to allow a placement undertaken at a different time (for example, during a vacation or non-teaching period) to be accredited within an approved module - with appropriate evidence submitted (including a reflective report).

Students (and staff when considering approval) should carefully consider any potential difficulties which may arise when attempting to undertake work experience simultaneously with their academic study (for example, Timetable constraints for other modules). In terms of exemption from academic study whilst undertaking a work placement, a time equivalent to 15 credits is normally the maximum permitted. Students can undertake more than one placement per year.

Additional advice on work experience is available in the School's Accredited Work Experience 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 scope and level of challenge / learning of the work submitted in reflection upon a work experience, is appropriate and as far as possible, matched in scope and level to any work being substituted.

The programme supports the student in opportunities to undertake live projects which may arise through their own endeavour and works to build such opportunities into the student's learning and assessment through negotiation of briefs and presentable outcomes. The term 'live projects' refers here to a range of activities that extends well beyond those that are primarily commercial and includes social enterprise projects undertaken in connection with community groups, arts organisations and other agencies.

Where a student wishes to undertake a live project, it is a requirement that before it commences there is in place a learning contract that specifies clearly how it enables the student to fulfil the module Learning Outcomes; the materials to be submitted for assessment; the date of submission for that material; what the work means in terms of the student's attendance and workload and an appropriate strategy for supervision by a tutor. That contract has to be agreed by both the module tutor and the Programme Leader.

Erasmus Exchange programme

Creative Arts undergraduate students are offered the opportunity to participate in the ERASMUS Exchange Programme. The School currently has reciprocal arrangements with a number of European Institutions (including Spain, Hungary, Poland, Bulgaria, Portugal, Ireland and Finland.) offering a range of subject disciplines. Students are advised to consult their programme leader for further information on the opportunities available.

Incoming ERASMUS//CATS International Students

With prior agreement from the School's CATS Tutor and Programme Leader, incoming International students on the ERASMUS or CATS Schemes may participate in this Programme by undertaking modules and gaining the associated credit, typically at Level 5.

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; sandwich; year abroad

Entry point Semester A

Level 4

The listed level 4 modules are common to all the degree awards of the Model Design Programme and must be undertaken by all students irrespective of their degree pathway. All modules are 100% coursework.

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory (Core) Modules							
Module Title							
Scale and Structure	4CTA1270	30	English	0	100	0	A
Shape and Form	4CTA1271	30	English	0	100	0	AB
Design and Fabrication	4CTA1272	30	English	0	100	0	B
The Model in Mind: histories, contexts, theories (C&CS)	4CTA1273	30	English	0	100	0	AB

OPTIONAL - Year 2 - Year Abroad

Students may elect to take a year abroad, as optional experience:

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Optional Modules							
Module Title							
Year Abroad	5CTA0001	0	English	0	100	0	AB

In order to achieve the 'with a Year Abroad' Award students must complete Module 5CTA0001 between levels 4 and 5 of their study. Please note: this is a representative module and it is understood that actual activity may fall outside these dates.

Level 5

The level 5 modules listed in the table below are common to all the degree awards of the Model Design Programme and must be undertaken by all students irrespective of their degree pathway. All modules are 100% coursework. (90 credits in common between awards at level 5.)

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Talking Models: the theory of practice (C&CS)	5CTA1241	30	English	0	100	0	AB
Design Process and Realisation	5CTA1237	30	English	0	100	0	A
Turbo Projects	5CTA1236	30	English	0	100	0	AB

Work experience may be undertaken within 5CTA1237, Design Process and Realisation or 5CTA1236, Turbo Projects in part fulfilment of the chosen module, depending upon the nature of the placement acquired.

BA (Hons) Model Design (Model Effects) Pathway

(30 credits differentiation at level 5)

Module Title	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Model Effects Contextualised Model	5CTA1238	30	English	0	100	0	B

BA (Hons) Model Design (Character and Creative Effects) Pathway

(30 credits differentiation at level 5)

Module Title	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Character and Creative Effects Contextualised Model	5CTA1239	30	English	0	100	0	B

BA (Hons) Model Design (Special Effects) Pathway

(30 credits differentiation at level 5)

Module Title	Module Code	Credit Points	Language of Delivery	% examination	% coursework	% Practical	Semesters
Special Effects Contextualised Model	5CTA1240	30	English	0	100	0	B

OPTIONAL - Year 3 - Sandwich Year or Year Abroad

Students may elect to take a sandwich placement year, or year abroad, as optional experience.

Sandwich Year

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Sandwich Year (Creative Arts)	6CTA1008	0	English	0	100	0	AB

In order to achieve the Sandwich Award students must complete module 6CTA1008 between levels 5 and 6 of their study. Please note: this is a representative module and it is understood that actual activity may fall outside these dates.

Year Abroad

Optional Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Year Abroad (Creative Arts)	6CTA0001	0	English	0	100	0	AB

In order to achieve the 'with a Year Abroad' Award students must complete Module 6CTA0001 between levels 5 and 6 of their study. Please note: this is a representative module and it is understood that actual activity may fall outside these dates.

Level 6 (Year 3 Full Time, Year 4 Sandwich)

The level 6 modules listed in the table below are common to all the degree awards of the Model Design Programme and must be undertaken by all students irrespective of their degree pathway. All modules are 100% coursework. (75 credits in common between awards at level 6.)

Compulsory (Core) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Professional Context Model	6CTA1140	30	English	0	100	0	A
Professional Practice	6CTA1144	15	English	0	100	0	B
Critical and Cultural Studies: L6 Enquiry / Report / Essay (Model Design)	6CTA1148	30	English	0	100	0	AB

BA (Hons) Model Design (Model Effects) Pathway
(45 credits differentiation at level 6)

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Model Effects Major Project Proposal	6CTA1141	15	English	0	100	0	A
Model Effects Major Project	6CTA1145	30	English	0	100	0	B

BA (Hons) Model Design (Character and Creative Effects) Pathway
(45 credits differentiation at level 6)

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Creative Effects Major Project Proposal	6CTA1142	15	English	0	100	0	A
Character and Creative Effects Major Project	6CTA1146	30	English	0	100	0	B

BA (Hons) Model Design (Special Effects) Pathway
(45 credits differentiation at level 6)

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Special Effects Major Project Proposal	6CTA1143	15	English	0	100	0	A
Special Effects Major Project	6CTA1147	30	English	0	100	0	B

Progression to levels 5 and 6 requires a minimum of 90 and 210 credits respectively and passes in all compulsory modules.

The award of an honours degree requires 360 credit points passed with a minimum of at least 120 at level 6 including the final degree project appropriate to the award title.

Table1b (below) details the minimum requirements for all awards.

FULL TIME MODE (3 years)

LEVEL 4		Semester A	Semester B
		Scale and Structure 4CTA1270 30 credits	Design and Fabrication 4CTA1272 30 credits
Shape and Form 4CTA1271 30 credits			
The Model in Mind (C&CS) 4CTA1273 30 credits			
LEVEL 5		Semester A	Semester B
Talking Models (C&CS) 5CTA1241 30 credits			
Turbo Projects 5CTA1236 30 credits			
		Design Process and Realisation 5CTA1237 30 credits	<i>(Model Effects / Character and Creative Effects / Special Effects)</i> Contextualised Model 5CTA1238 / 5CTA1239 / 5CTA1240 30 credits
LEVEL 6		Semester A	Semester B
		Professional Context Model 6CTA1140 30 credits	Professional Practice 6CTA1144 15 credits
C&CS: L6 Enquiry / Report / Essay (Model Design) 6CTA1148 30 credits			
		<i>(Model Effects / Character and Creative Effects / Special Effects)</i> Major Project Proposal 6CTA1141 / 6CTA1142 / 6CTA1143 15 credits	<i>(Model Effects / Character and Creative Effects / Special Effects)</i> Major Project 6CTA1145 / 6CTA1146 / 6CTA1147 30 credits

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Model Design (Model Effects) Model Design (Model Effects) (Sandwich) Model Design (Model Effects) with a Year Abroad (Sandwich) Model Design (Model Effects) with a Year Abroad Model Design (Character and Creative Effects) Model Design (Character and Creative Effects) (Sandwich) Model Design (Character and Creative Effects) with a Year Abroad (Sandwich) Model Design (Character and Creative Effects) with a Year Abroad Model Design (Special Effects) Model Design (Special Effects) (Sandwich) Model Design (Special Effects) with a Year Abroad (Sandwich) Model Design (Special Effects) with a Year Abroad	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education		120 credit points at level 4	4, 5	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Diploma of Higher Education	Model Design (Model Effects) Model Design (Character and Creative Effects) Model Design (Special Effects)	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3, [A4 & A5 & A6] B1, B2, B3, [B4 & B5 & B6] C1, C2, C3 D1, D2, D3

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA	Model Design (Model Effects) Model Design (Model Effects) (Sandwich) Model Design (Model Effects) with a Year Abroad (Sandwich) Model Design (Model Effects) with a Year Abroad Model Design (Character and Creative Effects) Model Design (Character and Creative Effects) (Sandwich) Model Design (Character and Creative Effects) with a Year Abroad (Sandwich) Model Design (Character and Creative Effects) with a Year Abroad Model Design (Special Effects) Model Design (Special Effects) (Sandwich) Model Design (Special Effects) with a Year Abroad (Sandwich) Model Design (Special Effects) with a Year Abroad	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	All programme learning outcomes (see Table 2)

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Module 6CTA1148, Critical and Cultural Studies: L6 Enquiry / Report / Essay (Model Design) **cannot** be substituted with equivalent credits from any level to improve the degree classification of the awards under the Model Design Programme.

Course Code	Course Instance	Award Title	Modules (child instance codes and Title)	Must be included in Award degree algorithm
CTMD	MDME3F / MDME4S MDCCE3F / MDCCE4S MDSE3F / MDSE4S	All	6CTA1148 – C&CS: L6 Enquiry / Report / Essay (Model Design)	Yes

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

- Students are expected to commit to all elements of their programme of study, be punctual in their attendance and meet deadlines. Persistent, unexplained absence or late arrival / departure from lectures, seminars and practicals is not acceptable. Attendance requirements will normally be highlighted within the relevant DMD (Definitive Module Document) or other assessment documentation (module guide or assignment brief). Lack of attendance may inhibit the student's ability to meet the learning outcomes of such modules leading to reduced or fail grades through poor performance.

Students transferring between UH and Franchise Partners:

In instances where a student has transferred between the UH and a Franchised version of *this* programme (or vice versa), final degree classification will be determined using the standard UH methodology (i.e. L5 performance will count towards classification, in addition to L6) irrespective of the location of the final year of study.

The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Other information relevant to the programme

- **Copyright:** Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader or the School Admin. Office.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- Dean of School.
- Associate Dean of School (AQA) who has delegated responsibility for programmes in the School of Creative Arts.
- Academic Subject Group Leader with an overview of the programme.
- A Programme Leader who is responsible for the day to day management and who can advise students on the programme as a whole.
- Module Tutors who are responsible for individual modules.
- A School Admissions Tutor with specific responsibility for open days and selection.
- A designated Administrator to deal with day to day administration associated with the programme.
- A programme committee, the membership of which includes the programme administrator, academic group leader, programme leader, all teaching staff, student representatives, a technical officer and the Information Hertfordshire Manager.

Support

Students are supported by:

- The Creative Arts Toolkit <http://catoolkit.herts.ac.uk>
- Orientation for overseas students.
- An induction at the beginning of each new academic session.
- Academic Subject Group Leader to oversee and advise on programme related issues.

- Programme Leader/Year Tutor to help students understand the course/programme structure.
- Tutors to provide academic and pastoral support.
- Technical Officer support.
- A designated student administrator to deal with student enquiries.
- Student representatives on Programme Committees.
- On-site shop for materials; Loan Stores for camera and other equipment.
- Academic English support.
- International Students support.
- StudyNet, a versatile online interactive intranet and learning environment.
- Guided student-centred learning on StudyNet module sites.
- Attractive modern study environments in two Learning Resources Centres.
- Access to extensive digital and print collections of information resources.
- A substantial Student Centre, providing 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.
- Wellbeing Centre.
- Medical Centre and Pharmacy.
- Disability Services.
- Equality Office.
- The Careers and Employment Service.
- The Students' Union Advice and Support Centre.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>.

G. Entry requirements

The normal entry requirements for the programme (all awards) are:

- 96 UCAS points.
- GCSE Maths and English Language at grade 4 or above.
- A levels/BTECs to include an art related subject.
- IB - 96 points from a minimum of 2 HL subjects at H4 or above to include Visual Arts at SL or HL (with the remaining points to come from a combination of HL, SL and Core).
- Subject to portfolio interview.

A portfolio of creative arts work is required, preferably with evidence of 3D design skills and experience and an interview is usually required. The interview takes the form of a portfolio based discussion of the applicants precursor experiences and learning and their aspirations within the field of Model Design.

Non Standard Applicants / Direct Applicants into Years 2 or 3

If you have prior higher education or equivalent work experience, it may be possible for this to be taken into account, to enable advanced entry to your chosen programme. For example, if you have a Foundation Degree/HND in an appropriate subject and are aiming to achieve an honours degree, you may be considered for exemption from Level 4 and/or Level 5 studies (the equivalent of the first and second year of a full-time degree). You may also be awarded credit for relevant prior learning such as previous courses studied (APCL) or your industrial, professional or other experience (APEL).

English Language

All international students are required to demonstrate suitable levels of English language competence. This can be through previous study in English, but we often require specific performance in English tests. All undergraduates must be able to prove a minimum of IELTS 6.0, TOEFL 213 or equivalent.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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

School of Creative Arts, University of Hertfordshire

Telephone: 01707 285300

Email: ctaadmin@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BA (Hons) Model Design (Model Effects)

Table 2: Development of Intended 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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																				
		Knowledge & Understanding							Intellectual Skills						Practical Skills			Transferable Skills				
		Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3
Level 4	Scale and Structure	4CTA1270	X														X				X	
	Shape and Form	4CTA1271			X	X					X								X	X		
	Design and Fabrication	4CTA1272		X		X					X	X							X	X		
	The Model in Mind: histories, contexts, theories (C&CS)	4CTA1273	X			X					X		X					X		X		
Level 5	Year Abroad	5CTA0001	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X
	Design Process and Realisation	5CTA1237	X		X							X					X		X	X		
	Turbo Projects	5CTA1236	X		X												X		X		X	
	Model Effects Contextualised Model	5CTA1238		X	X	X	X						X							X		X
	Talking Models: the theory of practice (C&CS)	5CTA1241	X			X					X		X					X		X		X
Level 6	Year Abroad (Creative Arts)	6CTA0001	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X
	Sandwich Year (Creative Arts)	6CTA1008	X	X	X	X	X				X	X	X	X			X	X	X	X	X	X
	Model Effects Major Project Proposal	6CTA1141	X				X							X				X		X		
	Professional Context Model	6CTA1140	X	X	X								X					X		X		
	Model Effects Major Project	6CTA1145	X		X	X	X						X	X			X	X		X		
	Professional Practice	6CTA1144			X						X								X		X	
	C&CS :L6 Enquiry / Report / Essay (Model Design)	6CTA1148	X		X	X					X		X					X		X	X	X

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

BA (Hons) Model Design (Character and Creative Effects)

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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																					
		Knowledge & Understanding							Intellectual Skills						Practical Skills			Transferable Skills					
		Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	
Level 4	Scale and Structure	4CTA1270	X														X					X	
	Shape and Form	4CTA1271			X	X					X								X	X			
	Design and Fabrication	4CTA1272		X		X						X							X	X			
	The Model in Mind: histories, contexts, theories (C&CS)	4CTA1273	X			X					X		X					X		X			
Level 5	Year Abroad	5CTA0001	X	X	X	X			X		X	X	X		X		X	X	X	X	X	X	X
	Design Process and Realisation	5CTA1237	X		X							X					X		X	X			
	Turbo Projects	5CTA1236	X		X												X		X		X		
	Character and Creative Effects Contextualised Model	5CTA1240		X	X	X			X				X							X		X	
	Talking Models: the theory of practice (C&CS)	5CTA1241	X			X					X		X					X		X		X	
Level 6	Year Abroad (Creative Arts)	6CTA0001	X	X	X	X			X		X	X	X		X		X	X	X	X	X	X	X
	Sandwich Year (Creative Arts)	6CTA1008	X	X	X	X			X		X	X	X		X		X	X	X	X	X	X	X
	Character and Creative Effects Major Project Proposal	6CTA1142	X						X						X			X		X			
	Professional Context Model	6CTA1140	X	X	X								X					X		X			
	Character and Creative Effects Major Project	6CTA1146	X		X	X			X				X		X		X	X		X			
	Professional Practice	6CTA1144			X						X								X		X		
	C&CS L6 Enquiry / Report / Essay (Model Design)	6CTA1148	X		X	X					X		X					X		X	X	X	X

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

BA (Hons) Model Design (Special Effects)

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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																					
		Knowledge & Understanding							Intellectual Skills						Practical Skills			Transferable Skills					
		Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	
Level 4	Scale and Structure	4CTA1270	X														X					X	
	Shape and Form	4CTA1271			X	X					X								X	X			
	Design and Fabrication	4CTA1272		X		X						X							X	X			
	The Model in Mind: histories, contexts, theories (C&CS)	4CTA1273	X			X					X		X					X		X			
Level 5	Year Abroad	5CTA0001	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X
	Design Process and Realisation	5CTA1237	X		X							X					X		X	X			
	Turbo Projects	5CTA1236	X		X												X		X			X	
	Special Effects Contextualised Model	5CTA1240		X	X	X				X			X							X			X
	Talking Models: the theory of practice (C&CS)	5CTA1241	X			X					X		X					X		X			X
Level 6	Year Abroad (Creative Arts)	6CTA0001	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X
	Sandwich Year (Creative Arts)	6CTA1008	X	X	X	X				X	X	X	X			X	X	X	X	X	X	X	X
	Special Effects Major Project Proposal	6CTA1143	X							X						X		X		X			
	Professional Context Model	6CTA1140	X	X	X								X					X		X			
	Special Effects Major Project	6CTA1147	X		X	X				X			X			X	X	X		X			
	Professional Practice	6CTA1144			X						X								X		X		
	C&CS L6 Enquiry / Report / Essay (Model Design)	6CTA1148	X		X	X					X		X					X		X	X	X	X

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

Key to Programme Learning Outcomes

Knowledge and Understanding

- A1. The underlying principles of current practices in Model Design and their application.
- A2. Methods of problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts.
- A3. Appropriate methods of idea development and design realisation.
- A4. The critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of Model Design.
and for the award of BA (Hons) Model Design (Model Effects):
- A5. Current practices of Model Effects and how they are used to communicate and to form the audience experience.
and for the award of BA (Hons) Model Design (Character and Creative Effects):
- A6. Current practices of Character and Creative Effects and how they are used to communicate and to form the audience experience.
and for the award of BA (Hons) Model Design (Special Effects):
- A7. Current practices of Special Effects and how they are used to communicate and to form the audience experience.

Practical Skills

- C1. Skills to enable the execution of ideas appropriate to the medium.
- C2. Clarity of purpose; skills in the selected media, awareness and adoption of appropriate conventions; sensitivity to the needs of the audience and accuracy of information.
- C3. Make aesthetic and functional evaluations in the realisation of design ideas.

Intellectual Skills

- B1. Systematic identification and investigation of appropriate sources.
- B2. Examination and evaluation of resources, processes and materials.
- B3. Use judgement to reflect critically and analytically, synthesise ideas, draw conclusions independently and propose solutions.
and for the award of BA (Hons) Model Design (Model Effects):
- B4. Identify, analyse, propose and evaluate design problems and solutions using an approach informed by current practices in Model Effects.
and for the award of BA (Hons) Model Design (Character and Creative Effects):
- B5. Identify, analyse, propose and evaluate design problems and solutions using an approach informed by current practices in Character and Creative Effects.
and for the award of BA (Hons) Model Design (Special Effects):
- B6. Identify, analyse, propose and evaluate design problems and solutions using an approach informed by current practices in Special Effects.

Transferable Skills

- D1. Management of learning through reflection, planning, self direction, subject engagement and commitment.
- D2. Demonstrate an ability to work professionally, independently and with others.
- D3. Argue rationally and communicate effectively in written, spoken and visual forms, with due consideration for the ethics and protocols of intellectual property.

Section 2

Programme management

Relevant QAA subject benchmarking statements
Type of programme
Date of validation/ last periodic review
Date of production/ last revision of PS
Relevant to level/cohort
Administrative School

Art and Design
 Undergraduate
 October 2018
 December 2018
 Level 4 entering September 2019
 School of Creative Arts

Table 3 Course structure

Course Details													
Course Code		Course Description				JACS / HECOS							
CTMD		BA (Hons) Model Design (Model Effects) BA (Hons) Model Design (Character and Creative Effects) BA (Hons) Model Design (Special Effects)				W290 / 100048							
							Possible Routes (read the column down to understand the route)						
Instance Code	Intake	Stream	Instance Year	Location	Mode of Study	1	2	3	4	5	6	7	
MDME1S MDCCE1S MDSE1S	A	BA (Hons) Model Design (Model Effects/Character Creation/Special Effects)	1	UH Hatfield Campus	Full-time/sandwich	x	x	x	x	x	x	x	
MDME2S MDCCE2S MDSE2S	A	BA (Hons) Model Design (Model Effects/Character Creation/Special Effects) (Model Effects/Character Creation/Special Effects)	2	UH Hatfield Campus	Full-time/sandwich	x			x	x			
MDME2AS MDCCE2AS MDSE2AS	A	BA (Hons) (SW/YAB) Model Design (Model Effects/Character Creation/Special Effects) (Model Effects/Character Creation/Special Effects)	2	UH Hatfield Campus	Year Abroad		x	x					
MDME2RAS MDCCE2RAS MDSE2RAS	A	BA (Hons) (SW/YAB) Model Design (Model Effects/Character Creation/Special Effects) (Model Effects/Character Creation/Special Effects)	2	UH Hatfield Campus	Replacement Year Abroad						x	x	

Instance Code	Intake	Stream	Instance Year	Location	Mode of Study	Possible Routes (read the column down to understand the route)							
						1	2	3	4	5	6	7	
MDME3AS MDCCE3AS MDSE3AS	A	BA (Hons) (SW/YAB) Model Design (Model Effects/Character Creation/Special Effects) (Model Effects/Character Creation/Special Effects)	3	UH Hatfield Campus	Year Abroad				x				
MDME3F MDCCE3F MDSE3F	A	BA (Hons) Model Design (Model Effects/Character Creation/Special Effects) (Model Effects/Character Creation/Special Effects)	3	UH Hatfield Campus	Full-time	x							x
MDMEL53S MDCCEL53S MDSEL53S	A	BA (Hons) (SW/YAB) Model Design (Model Effects/Character Creation/Special Effects) (Model Effects/Character Creation/Special Effects)	3	UH Hatfield Campus	Sandwich Post Year Abroad		x	x					
MDME3PS MDCCE3PS MDSE3PS	A	BA (Hons) (SW) Model Design (Model Effects/Character Creation/Special Effects) (Model Effects/Character Creation/Special Effects)	3	UH Hatfield Campus	Sandwich Placement					x	x		
MDME4S MDCCE4S MDSE4S	A	BA (Hons) (SW/YAB) Model Design (Model Effects/Character Creation/Special Effects)	4	UH Hatfield Campus	Sandwich		x		x	x	x		
MDME4PS MDCCE4PS MDSE4PS	A	BA (Hons) (SW/YAB) Model Design (Model Effects/Character Creation/Special Effects)	4	UH Hatfield Campus	Sandwich Placement			x					
MDME5S MDCCE5S MDSE5S	A	BA (Hons) (SW/YAB) Model Design (Model Effects/Character Creation/Special Effects)	5	UH Hatfield Campus	Sandwich			x					

Possible Routes:

1. Full - Time 3 year route.
2. Student doing additional year abroad in year 2, returning to complete Level 5 in year 3, progressing to Level 6 in year 4.
3. Student doing additional year abroad in year 2, returning to complete Level 5 in year 3. Student doing placement in year 4 and progressing to Level 6 in year 5.
4. Student doing additional year abroad in year 3, progressing to Level 6 in year 4.
5. Student doing a placement in year 3, progressing to Level 6 in year 4.
6. Student doing Level 5 as a replacement year abroad in year 2, followed by a placement in year 3, progressing to Level 6 in year 4.
7. Student doing Level 5 as a replacement year abroad in year 2, progressing to Level 6 in year 3.