

Title of Programme: BA (Hons) Model Design

Programme Code: CTMD

# Programme Specification

This programme specification is relevant to students entering:  
01 September 2023

Associate Dean of School (Academic Quality Assurance):  
Tony Rosella

Signature



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.

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**Summary of amendments to the programme:**

| Section | Amendment |
|---------|-----------|
|         |           |
|         |           |
|         |           |

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification BA (Hons) 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 they take 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

|                                    |   |
|------------------------------------|---|
| <b>Awarding Institution/Body</b>   | University of Hertfordshire   |
| <b>Teaching Institution</b>        | University of Hertfordshire   |
| <b>University/partner campuses</b> | College Lane Campus   |
| <b>Programme accredited by</b>     | Not applicable  |
| <b>Final Qualification</b>         | BA (Hons)   |
| <b>All Final Award titles</b>      | BA (Hons) Model Design (Model Effects)  |
| <b>(Qualification and Subject)</b> | BA (Hons) Model Design (Model Effects) (Sandwich)                                     |
|                                    | BA (Hons) Model Design (Model Effects) with a Year Abroad                             |
|                                    | BA (Hons) Model Design (Model Effects) with a Year Abroad (Sandwich)                  |
|                                    | BA (Hons) Model Design (Character and Creative Effects)                               |
|                                    | BA (Hons) Model Design (Character and Creative Effects) (Sandwich)                    |
|                                    | BA (Hons) Model Design (Character and Creative Effects) with a Year Abroad            |
|                                    | BA (Hons) Model Design (Character and Creative Effects) with a Year Abroad (Sandwich) |
|                                    | BA (Hons) Model Design (Special Effects)  |
|                                    | BA (Hons) Model Design (Special Effects) (Sandwich)                                   |
|                                    | BA (Hons) Model Design (Special Effects) with a Year Abroad                           |
|                                    | BA (Hons) Model Design (Special Effects) with a Year Abroad (Sandwich)                |
| <b>FHEQ level of award</b>         | 6   |

## 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 puppeteer mechanisms as well as physical effects which involve atmospherics 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.

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## 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 (2021) 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   |
|---|--|---|
| <p>A1- The underlying principles of current practices in Model Design and their application.</p> <p>A2- Methods of problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts.</p> <p>A3- Appropriate methods of idea development and design realisation.</p> <p>A4- The critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of Model Design.</p> <p><b>and for the award of BA (Hons) Model Design (Model Effects):</b></p> <p>A5- Current practices of Model Effects and how they are used to communicate and to form the audience experience.</p> <p><b>and for the award of BA (Hons) Model Design (Character and Creative Effects):</b></p> <p>A6- Current practices of Character and Creative Effects and how they are</p> | <p>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)</p> <p>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.</p> <p>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.</p> <p>There is a requirement of written work at all levels and an extended enquiry / essay at level 6.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what</p> | <p>Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations and verbal assignments in a range of media formats.</p> <p>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)</p> |

| used to communicate and to form the audience experience.  | is being taught/learnt and to broaden their individual knowledge and understanding of the subject.  |   |
|---|---|---|
| <p><b>and for the award of BA (Hons) Model Design (Special Effects):</b></p> <p>A7- Current practices of Special Effects and how they are used to communicate and to form the audience experience.</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><b>and for the award of BA (Hons) Model Design (Model Effects):</b></p> <p>B4- Identify, analyse, propose and evaluate design problems and solutions using an approach informed by current practices in Model Effects.</p> <p><b>and for the award of BA (Hons) Model Design (Character and Creative Effects):</b></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>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>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>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>Throughout, the learner is encouraged to develop intellectual skills further by independent study</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> |

**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.

| 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</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> |

presentations and in written work.

The ability to work with others (D2) 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.

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

The programme is offered in in full time (3 years), sandwich or with a year abroad (4 years) and sandwich and a year abroad (5 years) modes, and leads to the following awards:

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

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

N/A

### Work-Based Learning, including Sandwich Programmes

A designated Sandwich programme leads to a University award in the sandwich mode, with the word "(Sandwich)" appearing on the final 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 30 weeks full-time equivalent with no possibility of exemption, usually between the end of Level 5 and the beginning of Level 6. This will usually be completed within the United Kingdom but, with prior approval, may be completed within other countries. Progress of the student's training and development is monitored through visits from University academic staff and/or through 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. Students who are on the sandwich programme but have a 'Failed' grade in any Level 4 or Level 5 module will not normally be allowed to register to repeat this module until they return from placement.

Students may choose to combine study abroad and work experience awards, by completing a full Year Abroad followed by a Sandwich, over 2 years, leading to the award of "with a Year Abroad (Sandwich)".

Where a student enrolls on Year Abroad or Sandwich but encounters circumstances that prevent completion of the minimum number of weeks required, they may, with permission from their programme leader, be transferred onto single semester Study Abroad and/or Employment Experience.

### **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 L5 modules below* (referred to as a 'Short Term Work Experience')

**5CTA1236 Turbo Projects**

**5CTA1237 Design Process and Realisation**

**5CTA1238 Model Effects Contextualised Model**

**5CTA1239 Character and Creative Effects Contextualised Model**

**5CTA1240 Special Effects Contextualised Model**

### **Student Exchange programme**

#### **Incoming Exchange**

Incoming Study Abroad students study the course at level five.

In such cases, an Approved Study Pattern for single-semester study will be determined at the commencement of the study period. The Study Pattern should clearly specify the format/quantity/weighting of assessments that are to be submitted at the conclusion of the study period – please see the relevant DMDs for more information.

NOTE: Visiting students wishing to study for a single semester in the School of Creative Arts may participate in the Level 5 activities within a single Programme only during the required semester.

### **Study Abroad**

All students on the course are eligible to complete a study abroad option, usually between levels four and five, or levels five and six. Study abroad is normally one full year, but students can opt to complete one semester of study abroad and one semester of work experience, with the permission of the school.

Further details available at <https://www.herts.ac.uk/international/overseas-study/study-abroad>.

Students wishing to study abroad at a host institution in another country, or to complete a work placement during their studies, may choose to undertake one of the following:

- Sandwich (for a full year)
- Year Abroad (for a full year)

Some students may alternatively be eligible for the following:

- Study Abroad (for a single semester only)\*
- Employment Experience (for a single semester only)\*\*
- Employment Experience and Study Abroad (Employment Experience for a single semester + Study Abroad for a single semester)\*\*\*

\* Students can choose to Study Abroad for a single semester only in either semester A or B. Students will be made Dormant for the semester they are not engaged with.

\*\* Students can choose Employment Experience for a single semester only in either semester A or B. Students will be made Dormant for the semester they are not engaged with. Students wishing to undertake Employment Experience for the whole year will be registered on the Sandwich option.

\*\*\*Students can choose to combine Employment Experience for a single semester and Study Abroad for a single semester in the same academic year only. There is no condition to which way around this takes place.

Students choosing to undertake Sandwich, Year Abroad, Study Abroad and/or Employment Experience will need to decide in advance of the following eligible academic year and discuss this with the Programme Leader and Student Record Administrator first.

Students normally progress to the next level of study in the academic year following any of the above.

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 in 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 undertaking a full Year Abroad may undertake a period of study at an approved partner institution as an additional year either between Levels 4 and 5 (students must have passed 120 credits) or between Levels 5 and 6 (students must have passed 240 credits).

### **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 identifies where each learning outcome is assessed.

### **Table 1a Outline Programme Structure**

**Mode of study** Full time; sandwich; year abroad; study abroad; employment experience

**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. Students studying the first year with Hertfordshire International College (HIC) will be enrolled on HIC modules but are taught alongside University of Hertfordshire Level 4 students. All modules are 100% coursework.

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

#### Level 4 modules for Hertfordshire International (HIC) students

| Compulsory Modules (HIC, all awards)<br>Module Title          | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|---|-------------|---------------|---------------|--------------|-------------|-----------|
| Scale and Structure - HIC                                     | 4CTA1274    | 30            | 0             | 100          | 0           | A         |
| Shape and Form - HIC  | 4CTA1275    | 30            | 0             | 100          | 0           | AB        |
| Design and Fabrication - HIC                                  | 4CTA1276    | 30            | 0             | 100          | 0           | B         |
| The Model in Mind: histories, contexts, theories (C&CS) - HIC | 4CTA1277    | 30            | 0             | 100          | 0           | AB        |

#### OPTIONAL - Year 2 - Year Abroad

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

| Optional Modules<br>Module Titles | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|-----------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Year Abroad                       | 5CTA0001    | 0             | 0             | P/F          | 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 Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|---|-------------|---------------|---------------|--------------|-------------|-----------|
| <b>Compulsory (Core) Modules</b>              |             |               |               |              |             |           |
| Module Title                                  |             |               |               |              |             |           |
| Talking Models: the theory of practice (C&CS) | 5CTA1241    | 30            | 0             | 100          | 0           | AB        |
| Design Process and Realisation                | 5CTA1237    | 30            | 0             | 100          | 0           | A         |
| Turbo Projects                                | 5CTA1236    | 30            | 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 Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|------------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>          |             |               |               |              |             |           |
| Module Title                       |             |               |               |              |             |           |
| Model Effects Contextualised Model | 5CTA1238    | 30            | 0             | 100          | 0           | B         |

**BA (Hons) Model Design (Character and Creative Effects) Pathway**  
(30 credits differentiation at level 5)

|   | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|---|-------------|---------------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>                           |             |               |               |              |             |           |
| Module Title  |             |               |               |              |             |           |
| Character and Creative Effects Contextualised Model | 5CTA1239    | 30            | 0             | 100          | 0           | B         |

**BA (Hons) Model Design (Special Effects) Pathway**  
(30 credits differentiation at level 5)

| Compulsory Modules<br>Module Title   | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|--------------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Special Effects Contextualised Model | 5CTA1240    | 30            | 0             | 100          | 0           | B         |

### OPTIONAL - Year 3 - Sandwich Year, Year Abroad, Study Abroad or Employment Experience

Students may elect to take a sandwich placement year, a year abroad, single semester study abroad or single semester Employment Experience within a single year as optional experience

#### Sandwich Year

| Optional Modules<br>Module Title | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|----------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Sandwich Year (Creative Arts)    | 6CTA1008    | 0             | 0             | P/F          | 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<br>Module Title | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|----------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Year Abroad (Creative Arts)      | 6CTA0001    | 0             | 0             | P/F          | 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.

#### Study Abroad

| Optional Modules<br>Module Title | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|----------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Study Abroad (Creative Arts)     | 6CTA1166    | 0             | 0             | P/F          | 0           | A, B      |

In order to achieve the 'with Study Abroad' award students must complete Module 6CTA1166 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.

### Employment Experience

| Optional Modules<br>Module Title      | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|---------------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Employment Experience (Creative Arts) | 6CTA1165    | 0             | 0             | P/F          | 0           | A, B      |

In order to achieve the 'with Employment Experience' award students must complete Module 6CTA1165 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<br>Module Title                                 | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|---|-------------|---------------|---------------|--------------|-------------|-----------|
| Professional Context Model  | 6CTA1140    | 30            | 0             | 100          | 0           | A         |
| Professional Practice   | 6CTA1144    | 15            | 0             | 100          | 0           | B         |
| Critical and Cultural Studies: L6 Enquiry / Report / Essay (Model Design) | 6CTA1148    | 30            | 0             | 100          | 0           | AB        |

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

| Compulsory Modules<br>Module Title   | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|--------------------------------------|-------------|---------------|---------------|--------------|-------------|-----------|
| Model Effects Major Project Proposal | 6CTA1141    | 15            | 0             | 100          | 0           | A         |
| Model Effects Major Project          | 6CTA1145    | 30            | 0             | 100          | 0           | B         |

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

|  | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|--|-------------|---------------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>                    |             |               |               |              |             |           |
| Module Title                                 |             |               |               |              |             |           |
| Creative Effects Major Project Proposal      | 6CTA1142    | 15            | 0             | 100          | 0           | A         |
| Character and Creative Effects Major Project | 6CTA1146    | 30            | 0             | 100          | 0           | B         |

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

|  | Module Code | Credit Points | % Examination | % Coursework | % Practical | Semesters |
|--|-------------|---------------|---------------|--------------|-------------|-----------|
| <b>Compulsory Modules</b>              |             |               |               |              |             |           |
| Module Title                           |             |               |               |              |             |           |
| Special Effects Major Project Proposal | 6CTA1143    | 15            | 0             | 100          | 0           | A         |
| Special Effects Major Project          | 6CTA1147    | 30            | 0             | 100          | 0           | B         |

Progression to levels 5 and 6 requires a minimum of 90 and 120 credits respectively.

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 |
|---|---|------------|
| <b>Scale and Structure</b><br>4CTA1270 / 4CTA1274 (HIC) 30 credits          | <b>Design and Fabrication</b><br>4CTA1272 / 4CTA1276 (HIC) 30 credits |            |
| <b>Shape and Form</b><br>4CTA1271 / 4CTA1275 (HIC) 30 credits               |   |            |
| <b>The Model in Mind (C&amp;CS)</b><br>4CTA1273 / 4CTA1273 (HIC) 30 credits |   |            |
| LEVEL 5   | Semester A  | Semester B |

|   |   |
|---|---|
| <b>Talking Models (C&amp;CS)</b><br>5CTA1241 30 credits   |   |
| <b>Turbo Projects</b><br>5CTA1236 30 credits  |   |
| <b>Design Process and Realisation</b><br>5CTA1237 30 credits  | <i>(Model Effects / Character and Creative Effects / Special Effects)</i><br><b>Contextualised Model</b><br>5CTA1238 / 5CTA1239 / 5CTA1240 30 credits |
| <b>LEVEL 6</b>  |   |
| Semester A  | Semester B  |
| <b>Professional Context Model</b><br>6CTA1140 30 credits  | <b>Professional Practice</b><br>6CTA1144 15 credits   |
| <b>C&amp;CS: L6 Enquiry / Report / Essay (Model Design)</b><br>6CTA1148 30 credits  |   |
| <i>(Model Effects / Character and Creative Effects / Special Effects)</i><br><b>Major Project Proposal</b><br>6CTA1141 / 6CTA1142 / 6CTA1143 15 credits | <i>(Model Effects / Character and Creative Effects / Special Effects)</i><br><b>Major Project</b><br>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)<br>Model Design (Model Effects) (Sandwich)<br>Model Design (Model Effects) with a Year Abroad<br>Model Design (Model Effects) with a Year Abroad (Sandwich)   | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6                         | A1, A2, A3, A4, A5<br>B1, B2, B3, B4<br>C1, C2, C3<br>D1, D2, D3 |
| BA (Hons)   | Model Design (Character and Creative Effects)<br>Model Design (Character and Creative Effects) (Sandwich)<br>Model Design (Character and Creative Effects) with a Year Abroad<br>Model Design (Character and Creative Effects) with a Year Abroad (Sandwich) | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6                         | A1, A2, A3, A4, A6<br>B1, B2, B3, B5<br>C1, C2, C3<br>D1, D2, D3 |



|  |  |   |  |
|--|--|---|--|
| Model Design (Special Effects)<br>Model Design (Special Effects) (Sandwich)<br>Model Design (Special Effects) with a Year Abroad<br>Model Design (Special Effects) with a Year Abroad (Sandwich) | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6 | A1, A2, A3, A4, A7<br>B1, B2, B3, B6<br>C1, C2, C3<br>D1, D2, D3 |
|--|--|---|--|

| 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:<br><a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a> |
| Certificate of Higher Education |  | 120 credit points at level 4  | 4, 5                      | See UPR AS11, section 13:<br><a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a> |
| Diploma of Higher Education     | Model Design (Model Effects)<br>Model Design (Character and Creative Effects)<br>Model Design (Special Effects)  | 240 credit points including at least 120 at level 5                         | 5, 6                      | A1, A2, A3, A4, A5<br>B1, B2, B3, B4<br>C1, C2, C3<br>D1, D2, D3   |
| Diploma of Higher Education     | Model Design (Character and Creative Effects)  | 240 credit points including at least 120 at level 5                         | 5, 6                      | A1, A2, A3, A4, A6<br>B1, B2, B3, B5<br>C1, C2, C3<br>D1, D2, D3   |
| Diploma of Higher Education     | Model Design (Special Effects)   | 240 credit points including at least 120 at level 5                         | 5, 6                      | A1, A2, A3, A4, A7<br>B1, B2, B3, B6<br>C1, C2, C3<br>D1, D2, D3   |
| BA (Hons)                       | Model Design (Model Effects)<br>Model Design (Model Effects) (Sandwich)<br>Model Design (Model Effects) with a Year Abroad<br>(Sandwich) Model Design (Model Effects) with a Year Abroad | 300 credit points including 180 at level 6/5 of which 60 must be at level 6 | 6                         | A1, A2, A3, A4, A5<br>B1, B2, B3, B4<br>C1, C2, C3<br>D1, D2, D3   |
| BA (Hons)                       | Model Design (Character and Creative Effects)<br>Model Design (Character and Creative Effects) (Sandwich)<br>Model Design (Character and Creative Effects) with a Year Abroad            | 300 credit points including 180 at level 6/5 of which 60 must be at level 6 | 6                         | A1, A2, A3, A4, A6<br>B1, B2, B3, B5<br>C1, C2, C3<br>D1, D2, D3   |

|           |   |  |   |  |
|-----------|---|--|---|--|
|           | (Sandwich) Model Design (Character and Creative Effects) with a Year Abroad   |  |   |  |
| BA (Hons) | Model Design (Special Effects)<br>Model Design (Special Effects) (Sandwich)<br>Model Design (Special Effects) with a Year Abroad<br>(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 | A1, A2, A3, A4, A7<br>B1, B2, B3, B6<br>C1, C2, C3<br>D1, D2, D3 |
| BA (Hons) | Model Design (Model Effects) with Study Abroad<br>Model Design (Model Effects) with Employment Experience<br>Model Design (Model Effects) with Study Abroad and with Employment Experience  | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6 | A1, A2, A3, A4, A5<br>B1, B2, B3, B4<br>C1, C2, C3<br>D1, D2, D3 |
| BA (Hons) | Model Design (Character and Creative Effects) with Study Abroad<br>Model Design (Character and Creative Effects) with Employment Experience<br>Model Design (Character and Creative Effects) with Study Abroad and with Employment Experience | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6 | A1, A2, A3, A4, A6<br>B1, B2, B3, B5<br>C1, C2, C3<br>D1, D2, D3 |
| BA (Hons) | Model Design (Special Effects) with Study Abroad<br>Model Design (Special Effects) with Employment Experience<br>Model Design (Special Effects) with Study Abroad and with Employment Experience  | 360 credit points including 240 at level 6/5 of which 120 must be at level 6 | 6 | A1, A2, A3, A4, A7<br>B1, B2, B3, B6<br>C1, C2, C3<br>D1, D2, D3 |

## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) 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 & title) | Must be included in classification algorithm? |
|-------------|-----------------|-------------|--|---|
|-------------|-----------------|-------------|--|---|

|      |  |   |     |
|------|--|---|-----|
| CTMD |  | 6CTA1148 – C&CS: L6 Enquiry / Report / Essay (Model Design) | Yes |
|------|--|---|-----|

Further programme-specific regulations (requiring School-level approval) 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 exceptional circumstances and students receive details in the Student Handbook.

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### **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.

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## **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.
- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee.
- Student representatives on programme committees.
- Module Leaders who are responsible for individual modules.
- A School Admissions Tutor with specific responsibility for open days and selection.
- 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.
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

## **Support**

Students are supported by:

- The Creative Arts Toolkit <http://catoolkit.herts.ac.uk>
- Orientation for overseas students.
- An induction week 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.
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- Student representatives on Programme Committees.
- On-site shop for materials; Loan Stores for camera and other equipment.
- Academic English support.
- International Students support.
- A versatile online interactive intranet and learning environment.
- Guided student-centred learning on Canvas 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, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery.
- Medical Centre.
- University Disability Advisors.
- Equality Office.
- Careers and Employment.
- Hertfordshire Students' Union
- Dedicated programme site.

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## **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;

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/>.

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## G. Entry requirements

The normal entry requirements for the programme are:

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

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).

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

Email: [hhaq@herts.ac.uk](mailto:hhaq@herts.ac.uk)

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto: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                   |    |    |
|   | The Model in Mind: histories, contexts, theories (C&CS) | 4CTA1273                  | X  |    |    | X  |    |    |    | X                   |    | X  |    |    |    |                  | X  |    | X                   |    |    |
| Level 5   | 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   | 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 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                   |    |    |
|         | The Model in Mind: histories, contexts, theories (C&CS) | 4CTA1273    | X   |    |    | X  |    |    |    | X                   |    | X  |    |    |    |                  | X  |    | X                   |    |    |
| Level 5 | 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 | 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 / Essav (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 (Special 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                   |    |    |
|         | The Model in Mind: histories, contexts, theories (C&CS) | 4CTA1273    | X   |    |    | X  |    |    |    | X                   |    | X  |    |    |    |                  | X  |    | X                   |    |    |
| Level 5 | 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 | 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  |

**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 | Art and Design                  |
| Type of programme                            | Undergraduate                   |
| Date of validation/last periodic review      | October 18                      |
| Date of production/ last revision of PS      | March 23                        |
| Relevant to level/cohort                     | Level 4 entering September 2023 |
| Administrative School                        | School of Creative Arts         |
| Language of Delivery                         | English                         |

**Table 4 Course structure**

| Course details |   |               |                    |
|----------------|---|---------------|--------------------|
| Course Code    | Course Description  | HECOS         | UCAS               |
| CTMD           | Model Design and Special Effects:<br><br><b>BA (Hons) Model Design (Model Effects)</b><br><b>BA (Hons) Model Design (Character and Creative Effects)</b><br><b>BA (Hons) Model Design (Special Effects)</b> | 100048 (100%) | W292 / W452 / W451 |