Course Specification

BA (HONS)
MODELMAKING



Arts University Bournemouth

About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved course specification, it provides you with the aims and outcomes of your course and outlines the content and how this will be delivered.

The course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted by a member of the course team before any changes are made.

Information in this Handbook should be used in conjunction with the HE Assessment Regulations. It is your responsibility to ensure that you are aware of the regulations that apply to your course and you should refer to the regulations throughout your studies. If you have any questions, you should speak to your Course Leader, or member of the course team. The Assessment Regulations can be located on the Induction section of Canvas, or https://aub.ac.uk/regulations

Important information about key policies which apply to your academic studies is available on the Induction section of Canvas. Please view this material on the Induction section of Canvas.

If you would like a copy of this Handbook in an alternative format, please contact equalities@aub.ac.uk.

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Modelmaking** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	BA (Hons)
Course Title	Modelmaking
Award Title	BA (Hons) Modelmaking
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of	Design and Architecture
Professional accreditation	None
Length of course / mode of study	3 years full-time / 4 years with optional placement year
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design
UCAS code	W291
Language of study	English
External Examiner for course:	Details available on request
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	March 1998
Date of most recent review	July 2024
Date course specification written/revised	August 2024

Course Description

The BA (Hons) Modelmaking degree develops creative, articulate, and versatile makers; equipped with the skills and knowledge to excel in a broad spectrum of the creative industries. The curriculum is designed to enable students to tailor their experience to suit their personal career aspirations.

Modelmakers create purposeful objects that communicate specific messages, concepts, and designs to defined audiences. All objects carry meaning and as a student of the BA (Hons) Modelmaking degree, students will develop the skills to read, translate, and express messages in three-dimensional form. Students will develop a wider understanding of materials and making processes as well as the underlying conceptual theories that underpin successful communication.

In creating bespoke solutions, students will understand and apply both technical and aesthetic creativity and develop an understanding of how to blend digital technologies and traditional techniques. Graduates from this course are adaptable, innovative, and proficient problem solvers.

The course offers a rich variety of learning experiences designed to prepare students for success in many areas of employment. The course has developed an international reputation for high standards, enabling graduates to attain employment in an increasingly global marketplace. Encompassing the making of models for diverse fields such as film, architecture, design, museum & heritage, animation, medicine, education, advertising, and beyond; our program equips students with the versatile skills necessary for thriving careers in the creative industries.

Modelmaking graduates are: Creative, Articulate, Versatile and Proficient.

Creative
Our curriculum is designed to allow students to explore and experience creativity in many different contexts. Students will develop an understanding of audience, meaning, narrative and the professional purpose of models created for a variety of making disciplines.

Articulate
We pride ourselves on developing our students' academic confidence in a way that enables them to positively engage with other creative professionals. Our graduates enter the workplace empowered by knowledge and experience; and the ability to make informed contributions to the teams with which they will interact.

Versatile
Extensive hands-on experience of specialist equipment, materials and technical processes reward our students with unique and diverse skill sets. This diversity of knowledge and skills are the key ingredients that ensure our graduates are adaptable, versatile, and innovative problem solvers.

Proficient
Our graduates are well known for their strong work ethic, versatility, and professional attitudes, they graduate confident and prepared to embark on their creative careers. Gaining employment with world renowned companies in many specialisms our graduates embed into work environments quickly and effectively.

The course embraces:

Innovative futures:
The course embraces new and emerging technologies and techniques, maintaining currency and diversity through well-established communications with industry. The course develops graduates who are capable of instigating and leading innovation through a capacity to foresee, respond, and adapt to future trends such as sustainability, AI and creative technologies in affiliated industries. Graduates will have developed a professional and commercial understanding of the future of modelmaking and associated disciplines.

Social responsibility and inclusivity:
The course embraces the United Nations Sustainable Development Goals (SDGs) to frame a future-facing graduate ethos. Integrating these goals into the curriculum not only instils a sense of social and environmental responsibility but also equips students with the knowledge and skills to address pressing global challenges through their making practice.

By embracing the Sustainable Development Goals (SDGs) within the education framework, students are encouraged to think critically about how their practice can contribute to positive societal and environmental outcomes. This holistic approach to what we do integrates considerations of sustainability, inclusivity, and social equity into every stage of our processes.

The course embraces teaching, learning, and assessment practices that involve incorporating diverse perspectives, cultures, and experiences into the curriculum to promote inclusive education and ensure that all students feel represented and valued. It also entails creating an environment where students are encouraged to engage with diverse ideas, challenge their own biases, and develop empathy and understanding towards others. Assessment methods are designed to accommodate different learning styles and backgrounds, allowing students to demonstrate their knowledge and skills in ways that are meaningful to them.

Collaboration and teamwork:
The course encourages the sharing of knowledge, curiosity and innovation through collaborative team projects and enrichment activities such as specialist workshops. Students at all levels regularly take the opportunity to collaborate with other courses, students, clients and companies. This ensures that our students develop a professional work ethic, which enhances both their employability and the course's reputation.

Research:
Students pursue a programme of independent research to develop an understanding of the underlying conceptual theories that underpin successful communication. Students can tailor their research to explore their own creative interests. At Level 6 research considers a broader professional context, the transferable nature of their knowledge and the commercial viability of their ideas. Students are expected to consider their professional and entrepreneurial potential beyond graduation.

Postgraduate opportunities:
Graduates from this degree progress with a broad collection of transferable skills and diverse portfolios targeted towards future employability, entrepreneurial activities and/or postgraduate study. While many will progress directly into the modelmaking industry, some graduates will progress into postgraduate study, including masters degrees and eventually PhD level. Others engage with teacher training to share their extensive knowledge with a younger audience or break new ground with start-up businesses that address new and developing markets. In each case our well-established alumni provide an expanding network of experience and industry contacts.

Industry Connections:
Staff and Students of the course benefit from our connections to a global network of making practitioners and advice from professionals working with multinational companies. These

industry connections provide students with the opportunities essential to working as a successful modelmaker internationally.

Distinctive features of the course

Breadth of curriculum:
The BA (Hons) Modelmaking course prides itself on the breadth of learning experiences our students can expect. Covering the application of making processes within a diverse range of industries that include film, architecture, design, museum & heritage, animation, medicine, education, advertising, and more, our students will be equipped with the skills required to attain successful careers across the breadth of the creative industries. With state-of-the-art workshop facilities students gain valuable hands-on experience of using a wide range of both traditional and digital equipment.

Personalised Career Paths:
We pride ourselves on our ability to support students in creating their own ‘routes’ to successful careers. Students are equipped with the ability to determine their own place within the creative industries and take control of their individual career paths. Our curriculum allows students to explore areas of personal interest, to analyse and reflect on their abilities and to plan for their future careers.

Hands-on Learning:
We believe in a hands-on approach to teaching and learning about making. Our students will gain firsthand experience with materials, processes, and equipment through a structured and carefully designed induction program. Our students have access to specialist tools, equipment, and materials, enabling them to work safely, independently, and with confidence.

Strategic Vision: Bridging Modelmaking Heritage with Future Innovation
With over 30 years of experience and extensive connections across various industries, our course adopts a forward-thinking approach. We actively engage with the evolving demands of the creative industries, anticipating future trends and integrating new technologies, including AI. Additionally, AUB serves as a hub for world-leading research into the history and culture of modelmaking, and proudly houses the esteemed Thorp Modelmaking Archive.

Cultivating Sustainability:
Sustainability is a core value of our course, and we prioritise mitigating our ecological footprint. We are committed to identifying and implementing practices that reduce our environmental impact, actively exploring alternatives to industry-standard processes and materials with high carbon footprints. Through experimentation and innovation, we seek to replace such materials with options that have a lower environmental impact. Moreover, we actively engage in collaborations and live projects with external organisations that promote wildlife diversity and raise awareness of local endangered species. Our ongoing commitment is to continuously enhance our course's sustainability efforts, supporting eco aware projects and providing the industry with environmentally secure solutions for materials and processes.

Course Industry Patron Scheme:
All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a

unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The BA (Hons) Modelmaking degree fits with the university's strategic vision in several ways:

Innovation:

- Our students are progressing into a future where traditional disciplinary silos will have broken down, a future that will be evermore skilful and technologically challenging. This demands that we build on established teaching methods through an increasingly broad, inter-, and cross-disciplinary education that will expect an understanding of the role of computation across the arts, design and media: creativity needs technology just as much as technology needs creativity.
- We aim to ensure that our students will not only be able to access the most effective combination of analogue and digital technologies but also understand that innovation draws inspiration from a social, inclusive, and politically aware context that will drive not only their education but also the industries into which they progress.
- The course cultivates a culture of creative problem-solving, encouraging students to approach design challenges with fresh perspectives and innovative ideas. Through project-based and studio-based learning, students are given the freedom to explore unconventional solutions, experiment with alternative approaches, and develop their own unique design methodologies. This focus on creativity and innovation prepares graduates to adapt to the ever-changing demands of the design industry and drive forward new trends and practices.
- The course embraces innovative technologies and digital tools, such as advanced design software, digital fabrication techniques, and virtual reality simulations. By incorporating these technologies into the curriculum, students are empowered to explore new possibilities in design, experiment with innovative solutions, and push the boundaries of traditional design practices.

Collaboration:

- All courses across the School of Design & Architecture share a common structure at Levels 4 and 5 enabling collaboration and, where appropriate, a sharing of curriculum and resources. Whilst carefully maintaining and refining their individuality, distinctiveness and specialist focus, we work together with our students to ensure that their experience of the University, the School and their Course will be more holistic and reflective of the interdisciplinary nature of graduate employment into which our students will progress.
- The BA (Hons) Modelmaking course enables interdisciplinary collaborations across different courses or Schools across the university, more immediately with Creative Technologies and Design for Sustainable Futures but also potentially including Architecture, IAD, Fashion and Textiles as well as linking with the Innovation Studio.
- Collaboration is inherent to contemporary working practices and acts as a microcosm of the creative industries. The safe and accessible application of collaborative working environments are conducive to student learning and help them to develop their respect for difference and forge honesty. The course encourages collaboration among students, faculty, and external partners through collaborative design projects. By working together on real-world design briefs, students develop strong

interpersonal skills, build professional networks, and gain exposure to diverse perspectives and expertise. This collaborative approach fosters a sense of connectedness within the design community and prepares students for collaborative work environments in their future careers.
- Collaboration across the School of Design & Architecture, and across AUB, acts as a force to positively reshape a more diverse and inclusive working environment for the future.

Connectedness:

- The course facilitates connections with industry professionals through guest lectures, workshops, optional industry placements and industry patron schemes. By engaging with practitioners in the field, students gain valuable insights into industry trends, practices, and expectations. These industry connections provide students with opportunities for mentorship, networking, and professional development, enhancing their sense of connectedness to the broader design industry and preparing them for successful careers post-graduation.

Internationalisation:

- The course incorporates diverse cultural perspectives and influences into the curriculum, exposing students to a wide range of design and making traditions, and practices from around the world, fostering cultural sensitivity and awareness. Developing an international perspective prepares students to work in multicultural contexts and engage with diverse clients and communities in their future careers.

- The course aims to organise study trips annually that serve as invaluable learning experiences to foster cultural awareness, expand global horizons, and cultivate the skills and mindset needed to thrive in an interconnected and multicultural world.

Optional Placement Year

The optional Placement Year offers eligible students the opportunity to:

- Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.
- Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
- **Develop and recognise their own work ethic and powers of critical reflection**.
- Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Course Aims

This course seeks to equip graduates with the core knowledge and skills required to succeed as a professional maker, embracing the values of excellence, adaptability, and innovation. In exploring the diverse applications of modelmaking within the creative industries, our students are encouraged to develop high standards of making accompanied by a comprehensive understanding of the ethical, environmental, cultural, and theoretical contexts of their work.

The aims of the curriculum are to:

1. Foster Responsible Practice: To cultivate sustainable practices by instilling an awareness of environmental and ethical considerations, preparing students to make responsible decisions in their professional endeavours.
2. Develop Professional Competencies: With a focus on industry awareness, teamworking and project management skills, students will be equipped with the industry level acumen and communication skills needed to excel in their chosen fields.
3. Enhance Adaptability and Transferable Skills: Through agility and the development of transferable skills, this course aims to empower students to navigate diverse career paths and succeed in an ever-changing job market.
4. Cultivate Technical Creativity: Centred on proficient making skills, systematic experimentation and research enables students to unleash their technical creativity, equipping them with the tools to innovate and problem-solve effectively.
5. Explore Aesthetic Design: By utilising model design methods to express aesthetic creativity, exploration of aesthetic concepts will inspire students to create visually captivating and conceptually rich designs.
6. Harness Technological Solutions: through technical enquiry and exploration, students will apply digital solutions to address current challenges and anticipate future needs, preparing them for technological advancements in their industries.
7. Promote Global Citizenship and Audience Engagement: Through an understanding of audience communication and the impact that their work may have on others, students are encouraged to create meaningful connections with diverse audiences and consider the notion of global citizenship in their work.
8. Develop contextual understanding: Build a comprehensive understanding of the historical, cultural, and theoretical contexts of the discipline through the application of research, analysis and critical thinking.

Course Outcomes

By the end of the course, students will be able to:

Demonstrate a commitment to sustainability, and to apply environmental awareness and ethical decision-making to professional contexts.

1. Work effectively in team environments, apply proficient project management skills, and excel in a variety of professional environments.
2. Demonstrate adaptability, to apply a diverse set of transferable skills, and to be prepared to navigate alternative career paths and succeed in a dynamic job market.
3. Showcase proficient making skills and innovative problem-solving abilities; to embrace experimentation, and to apply technical creativity to address real-world challenges.
4. Exploit model design methods to express aesthetic creativity and produce visually captivating and conceptually rich models and designs.
5. Apply digital and technological solutions to address contemporary challenges and anticipate future needs.

6. Engage in effective audience communication and foster meaningful connections with diverse, global audiences.

7. Engage in the historical, cultural, and theoretical contexts of the discipline, and to demonstrate proficiency in research, analysis, and critical thinking to inform creative practice.

Reference Points

UK Quality Code for higher education, including:
- Subject Benchmark Statement: *Art and Design*
- Framework for Higher Education Qualifications (FHEQ)
- AUB LTAF and Undergraduate Assessment Regulations

Learning, Teaching, and Assessment Strategies

The course aims to instill flexibility, adaptability, and willingness for students to push boundaries and to make a difference, in a rapidly changing and dynamic professional discipline. This will set graduates of this course apart.

Successful student progression is a key focus of the course, and all three levels are carefully designed to empower students to make their transition from level to level and then to employment or further study as seamlessly as possible.

The course team believe that education should be a holistic experience. This means that different aspects of student learning are integrated into course units. Teaching methods will vary depending on what is being delivered, but all aspects of the syllabus are brought together in the unit delivery and assessment. An example of this might be that a student attends history, theory, and practical sessions within a unit but they would be expected to demonstrate their knowledge and learning of these within integrated, rather than isolated, unit outcomes.

The University sets indicative contact hours for units at each level. Course teams are free to vary this according to the demands of the different units, but the total for the year will be in line with the totals set out in the Learning, Teaching and Assessment Framework. In addition, student contact hours information provided in unit descriptors might, on occasion, be subject to some minor variation; for example, in response to student feedback, or to take advantage of unanticipated learning opportunities that would enhance the student learning experience. No changes will be made that would be to the detriment of the unit experience, or which would disadvantage student learning.

Some teaching may be delivered online when appropriate and will count as student contact hours.

Student Engagement

We would like to encourage our students to think of their practice as “co-creation” and we would like them to consider their degree course as a potential model of co-creation. Throughout their time with us we value the opportunity to work with our students in developing and delivering BA (Hons) Modelmaking and in the process build their engagement, resilience, confidence, resourcefulness, and lateral thinking that will not only help them through the course but in their progression to employment and/or further study.

Student engagement in the Modelmaking course is fostered through opportunities for cooperation, collaboration, and sharing of learning experiences, providing students with the chance to learn from one another and collectively enhance their understanding and skills. In fostering an environment of cooperation, collaboration, and sharing learning experiences the

Modelmaking course empowers students to develop a sense of community, build supportive networks, and collectively elevate their understanding and mastery of the discipline.

By incorporating powerful student engagement strategies into the course such as live projects, industry guest lectures and workshops, alongside a strong portfolio development (Graduate Futures I, II and III) it is possible to effectively support students' employability by providing them with practical experiences, industry insights, and professional skills necessary for success in their future careers.

Creativity and Risk, Learning and Communication

How do the students on the course learn? How do they apply what we are trying to teach them and in what ways can we encourage the more expressive, “risky,” progressive forms of design response?

Studio culture is central to the ethos of the course. From before they join the course (at open days and interviews) our students will have appreciated that, whilst not trying to replicate practice, the studio is central to their practice. Making full use of the opportunities provided by studios and other resources benefits the learning experience of all our students regardless of their backgrounds and previous experience.

The course objectives are met by deploying a wide variety of teaching and learning methods such as lectures, seminars, tutorials and workshops. In consultation with the Course Leader, staff are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and student experience.

There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one-to-one tutorials.

The methods employed induct students to the disciplines required of a creative practitioner and promote the development of transferable skills.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as students reach the later stages of the course.

The tutor leading the taught units will employ a variety of methods of delivery to encourage students’ participation in the learning process. These will be dependent on the nature of the unit and the progress of the unit. Throughout the units within a year (and year on year) in the course, students are encouraged to gradually become more autonomous, progressively being asked to consider themselves as professional designers.

The understanding of the role and appropriateness of communication is essential: clarity and professionalism in the verbal, visual and written communication of the self, of ideas and solutions to problems is prioritised on the course from the moment students join us.

The progressive promotion of independent learning reflects the student’s anticipated maturity and allows them to direct their learning towards individual goals. The teaching across the course is focused on providing the student with the ability to make judgements necessary to take increasing responsibility for the management of their own learning.

Teaching is directed at supporting individual engagement in learning although there will be opportunities for students to work in teams to enable them to learn the value of peer co-operation.

Presentation of work to colleagues; group critique, group evaluation of work, guest critique; self-initiated writing of design project briefs and the progressive self-management of time. All these lead to the stage that, at the start of Level 6, the student is in a position where they can instigate, develop, write, and design individual responses to research and design interests that will direct their studies for the year.

The integration of theory and practice is promoted and reinforced through a team-teaching approach. Lectures, seminars, and tutorials may be delivered by team members, as appropriate, in the creative environment of the studio.

Specialist Workshops

If time and resources allow, members of the staff team and/or external specialists might deliver specialist workshops. These workshops offer opportunities to engage with a diverse range of activities that may or may not be immediately connected with the units being taken but are always, we feel, interesting and valuable things to do.

The Use of Learning Outcomes

The learning outcomes for each unit are carefully designed for students to understand what they should be capable of doing. Upon completion of each unit the work will be assessed against the learning outcomes for that unit.

Learning Outcomes are aligned to the teaching and assessment of units across the course at each level.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement, and also provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

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

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

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

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

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

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures.” (AUB Strategy 2030).

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout a students’ study.

Graduate Attributes (GA) and Graduate Futures

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances

and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during their course, both curricular and extra-curricular activities will give them the opportunity to prepare for their working career.

This course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses (Graduate Futures). Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Content

The course introduces making, design and communication as the key elements of advanced professional practice from the outset. Progression consists of a process of developing and integrating those capacities through practice, research and reflection. Communication is seen as the central function of the professional model. A second defining expectation is that modelmaking is a performative discipline, requiring the physical realisation of a successful model under the range of conditions found in industry. Thirdly, research, reflection and writing are seen as essential to developing this professional capacity and are therefore closely integrated with practice at all three levels.

Level 4

Students are introduced at Level 4 to all the core skills of a professional modelmaker: Making processes and techniques, design thinking, and the essential function of the model as a form of communication.

Previous assumptions about skills, methods, thought processes, and representation are challenged, reframed, and developed to build the necessary foundations for professional practice.

During Levels 4 and 5 a lecture programme, reinforced by studio discussion and debate, will introduce the student to theoretical concepts and a wide range of issues including audience, communication, sustainability, and ethics, which will underpin their development as a modelmaker.

Level 5
In the second-year students continue to develop their understanding of modelmaking as a form of communication. Interpretation and representation are studied and practiced in a variety of different professional contexts.

Attention is turned outwards to clients, to industry and to society as a whole. Engagement and interaction with industry, audiences and consumers are integrated into the curriculum, as is research, reflection and the use of writing to develop understanding.

Students are encouraged to develop interests and lines of enquiry which will inform their choice of creative and career directions in the third year.

The course seeks to facilitate students' self-discovery and to build confidence in pursuing independent paths in skill development, reflection and inquiry, and in choosing career directions.

Level 6
In the final year the direction of the course and of students' decision making, is firmly towards the outside world as characterised by clients, the industry and audiences. As part of this however, there is a continuous process in which students are expected, through research and work experience, to 'benchmark' standards of performance, and to define, manage and meet a student's own personal standards of excellence.

Expectations are set that students will demonstrate high levels of ambition as well as achievement and demonstrate the flexibility and resourcefulness appropriate to a professional in achieving those goals.

The course supports students to engage staff in dialogue over decision making, from an independent position. Students are encouraged to identify themselves as members of their chosen professional field, to make connections through personal contact and research and to 'prepare for success' by seeing themselves as a professional already in practice.

Specialist resources:

The workshop is a purpose-built facility developed to support high end 3D making courses. The workshop is well equipped with a full range of traditional machinery as well as the latest digital manufacturing equipment. Plastics, Woodworking, Metalworking, Spraying, Mould making and Casting, CNC machining, 3D printing, and laser cutting are all fully supported with equipment and knowledge. The workshop team are highly experienced and demonstrate a great wealth of technical and material knowledge.

In 2020, the University integrated new digital technologies into the existing workshop, which houses equipment such as industry grade rapid prototyping machines including multi axis CNC milling, SLS 3D printers, a suite of commercial multi material 3D printers, a lab for VR

and interactive creative technologies in addition to a digital loom and a range of direct to textile printers.

This was followed in 2021 by the opening of the Innovation Studio, a purpose-built venue attached to the digital fabrication lab which brings graduate start-ups onto the campus to research, innovate and prototype, taking advantage of the advanced equipment available.

We have several lecture theatres and seminar rooms around the campus to assist students with their studies.

The Library at AUB holds an excellent range of print and online collections, as well as a materials library physical and digital.

Course Units

Unit code	Unit Title	Credit Weighting
Level 4		
MDM401	Principles of Making	40
MDM402	Thinking and Making Toolkit	40
MDM403	Messages in Models and Graduate Futures 1	40
Level 5		
MDM501	Creative Exploration	40
MDM502	Communication	40
MDM503	Portfolio Challenge and Graduate Futures 2	40
Level 6		
MDM604	Catalyst	20
MDM605	External Brief	40
MDM606	Final Major Project and Graduate Futures 3	60

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

<table>
<tr><td></td><td colspan="30">Level 4</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="10">Spring Term</td><td colspan="10">Summer Term</td></tr>
<tr><td rowspan="2">Induction week</td><td colspan="9">MDM401 Principles of Making
40 credits
Weeks 1-10

Pass/fail unit</td><td>Assessment</td><td colspan="9">MDM402 Thinking and Making Toolkit
40 credits
Weeks 11-20</td><td>Assessment</td><td colspan="9"></td><td rowspan="2">Assessment</td></tr>
<tr><td colspan="29">MDM403 Messages in Models and Graduate Futures 1
40 credits
Weeks 1-30</td></tr>
</table>

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<tr><td></td><td colspan="30">Level 5</td></tr>
<tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td colspan="10">Autumn Term</td><td colspan="10">Spring Term</td><td colspan="10">Summer Term</td></tr>
<tr><td rowspan="2"></td><td colspan="9">MDM501 Creative Exploration
40 credits
Weeks 1-10</td><td>Assessment</td><td colspan="9">MDM502 Communication
40 credits
Weeks 11-20</td><td>Assessment</td><td colspan="9"></td><td rowspan="2">Assessment</td></tr>
<tr><td colspan="29">MDM503 Portfolio Challenge and Graduate Futures 2
40 credits
Weeks 1-30</td></tr>
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Level 6

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**												**Summer Term**							
	MDM604 Catalyst 20 credits Weeks 1-5					**MDM605 External Brief** 40 credits Weeks 6-15																								Assessment
	MDM606 Final Major Project and Graduate Futures 3 60 credits Weeks 1-30																													

Image: Izzi Hopper | BA (Hons) Modelmaking