

BA (Hons)

# Modelmaking



ARTS UNIVERSITY BOURNEMOUTH

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### PROGRAMME SPECIFICATION

The Programme 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 within this Handbook and the online Unit Information.

<b><u>Key Course Information</u></b>	
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
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:	Oliver Hipwell The Royal Central School of Speech and Drama
	<i>Please note that it is not appropriate for students to contact external examiners directly.</i>
Date of Validation	1998
Date of most recent review	2017
Date programme specification written/revised	September 2022

### **Course Description**

The BA (Hons) Modelmaking degree develops creative, articulate and versatile professionals, with a defined understanding of how to blend appropriate digital technologies and traditional techniques. Our graduates' versatility allows them to excel in a broad spectrum of creative industries. The course has developed an international reputation for high standards, enabling graduates to attain employment in an increasingly global marketplace.

Modelmaking graduates are:

### **Creative**

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

### **Articulate**

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

### **Versatile**

Our aim to teach the art of making in all its forms, from clay to pixels, has a proven track record both in terms of student satisfaction and graduate employment. Experiencing an extensive array of making techniques rewards our graduates with unique and diverse skill sets. We pride ourselves on our ability to support students in creating their own 'pathways' to successful careers.

### **Professional**

Our curriculum seeks to explore the professional expectations of modelmaking disciplines such as Animation, Architecture, Design, Exhibition, Film, Museum & Heritage, Product, and many more. Our graduates are well known for their strong work ethic and professional attitudes. Connections with industry allow students and graduates to gain employment with world renowned companies in all of these specialisms.

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 to, and adapt to future trends. Graduates will have developed a professional and commercial understanding of the future of modelmaking and associated disciplines.

#### **Collaboration, team work and mentoring:**

The course encourages the sharing of knowledge, curiosity and innovation through cross level student mentoring, competitive team projects and enrichment activities such as specialist workshops run by both students and staff. 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 history and conventions of modelmaking materials, tools and techniques. Students are able to 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 produce creative and diverse portfolios targeted towards future employability, entrepreneurial activities and/or postgraduate study. While many will progress directly into the modelmaking industry, some graduates also progress onto postgraduate study; this includes Masters degrees or even 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.

**Professional recognition:**

BA (Hons) Modelmaking is accredited by 'Skillset', and as such is recognised as providing high quality training, understanding and preparation suitable for sustainable careers in the creative industries.

Staff and Students of the course benefit from our active membership of the APMM (Association of Professional Model Makers). This extends our connections to a global network of making practitioners and advice from professionals working with multinational companies like Steelcase, Bose, Nike and Hasbro. The APMM officially endorses that BA (Hons) Modelmaking provides students with the opportunities essential to working as a successful modelmaker internationally.

**Course Aims**

- CA1: To achieve career and personal aspirations by identifying and using essential skills of craftsmanship and scholarship.
- CA2: To achieve and maintain an appropriate level of professional working practice.
- CA3: To understand and benefit from the principles of teamwork, project management and independent study.
- CA4: To encourage an active integration of social, cultural and historical concepts within making practice.
- CA5: To embed an understanding of ethical and sustainable concepts related to making practice.
- CA6: To use research and development principles effectively and in an appropriate manner.
- CA7: To build a currency of skills and knowledge which starts the process of continuous professional development.
- CA8: To enable effective communication through critical self-awareness and promotion.
- CA9: To embed a positive outlook toward changes in industry and encourage assertive responses to new technologies.

## **Course Outcomes**

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

- CO1: Exploit your skills of craftsmanship and scholarship to identify and achieve your creative and professional aspirations.
- CO2: Present professional quality outcomes demonstrating safe, confident and appropriate use of technology, tools and materials.
- CO3: Demonstrate an ability to manage a project through effective independent study and embed a sound-working ethos.
- CO4: Appreciate the relationship between theory and practice and be able to relate your work to the social, cultural and historical concepts of related disciplines.
- CO5: Demonstrate a working knowledge of ethical and sustainable concepts within making practice.
- CO6: Demonstrate a refined approach to research and development by applying intellectual skills and effective critical evaluation.
- CO7: Apply knowledge of the professional practice of commercial making to continuously develop a broad set of transferable skills.
- CO8: Demonstrate critical self-awareness and effective communication by presenting yourself and your work to others.
- CO9: Appreciate the possibilities and restrictions offered by combinations of established, emerging and future technologies.

## **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Art and Design*
  - Framework for Higher Education Qualifications (FHEQ)
- AUB Regulatory Framework and Undergraduate Assessment Regulations

## **Learning and Teaching Strategies**

The course combines independent learning and structured taught sessions. Teaching includes guided studio sessions, inductions, demonstrations, specialist workshops, individual and group tutorials, seminars, group critiques, lectures, and study visits. These are delivered by a course team of industry-experienced professionals. The teaching is further supplemented by the invaluable input of visiting professionals, supplying the course with a wide range of current skills and industry knowledge. Work experience and company visits also provide highly valuable learning opportunities.

Independent learning includes studio practice, research, analysis and critical reflection. Teaching by the course team is directed at supporting you in managing your learning. You are encouraged to develop strategies for independent learning

and time management on each unit of study and this responsibility progresses as you move through the levels of the course where the use of a statement of intent becomes an integral part of the process.

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. It is important that you engage with on-line course delivery in the same way that you would if you were on campus.

The studio environment is an important factor in learning and teaching and the course team promote the value of peer learning, accruing from the studio-based practice and a variety of team projects. Emphasis on professionalism in terms of time management and personal attitude is developed throughout the course and is demonstrated in the form of critiques, presentations as well as studio and workshop practices.

You are formally introduced to the fundamentals of team working through dedicated workshops and enhancement activities throughout Levels 4 and 5. Collaboration with other students, other courses, other universities and with industry is actively encouraged and, in some cases, formally arranged across all three levels.

### **Assessment**

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

For every unit of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment. This is made available through the online Unit Information.

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

The final mark for each unit will be recorded on your formal record of achievement (transcript). With the exception of the pass/fail unit, 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 your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If you have 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 your 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 you leave the course early, having successfully completed one or two levels. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

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

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

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

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

## **Core Values and Skills**

In developing courses, the University wanted to create a curriculum that reflected its values and ethos. It should prepare you for the future not only in enabling you to have a successful career, but we also want to empower you with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. We have 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.

### **Equalities 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 your study here.

## **Graduate Attributes (GA)**

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 have been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

## **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**

You 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 you to theoretical concepts and a wide range of issues including audience, communication, sustainability and ethics, which will underpin your development as a modelmaker.

Teaching seeks to move you swiftly from 'rule-seeking behaviour' to independent decision making.

### **Level 5**

In the second year you continue to develop your understanding of modelmaking as 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, (in the form of live briefs where possible) are integrated into the curriculum, as is research, reflection and the use of writing to develop understanding.

You are encouraged to develop interests and lines of enquiry which will inform the



choice of creative and career directions in the third year.

Teaching seeks to facilitate your self-discovery and to build your 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 your 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 you are expected (through research and work experience) to 'benchmark' standards of performance, and to define, manage and meet your own personal standards of excellence.

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

Teaching supports you to engage staff in dialogue over decision making, from an independent position. You are encouraged to identify yourselves as members of your chosen professional field, to make connections through personal contact and research and to 'prepare for success' by seeing yourself as a professional already in practice.

### **Enhancement Activities**

Supporting enhancement activities are scheduled throughout Levels 4 and 5

Student led mentoring programs run throughout the year involving students from all three levels, the groups are initially facilitated by a member of staff but then continue to be facilitated by Level 6 students.

### **Level 4 Enhancement Activities**

#### **Term 1:**

A series of academic discussions and debates around key texts that support the background reading for the essay delivered in the 2<sup>nd</sup> term.

#### **Term 2:**

Study skills and Industry specialists deliver sessions to impart targeted strategies and insight to enable critical thinking and making.

#### **Term 3:**

Specialist workshops to prepare you for more advanced study and practice at Level 5.

### **Level 5 Enhancement Activities**

#### **Term 1 and 2:**

Specialist workshops to prepare you for more advanced study, in terms of research, independent learning and advanced making techniques.

**Term 3:**

Inspirational workshops to generate ideas and planning for study at Level 6.  
Industry specialists to enlighten and enable greater understanding of industry practice and benchmarking.

**Specialist resources:**

The workshop is a purpose-built building 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.

Standard materials are provided. Card, MDF, timber, plastics, model board, cellulose paints, clay, plaster, armature wire, GRP materials, silicone and PU casting resins are all available for student use; available from one of several storage areas. In addition, a range of specialist materials are made available for purchase.

**Course Units**

<b>Unit code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
<b>Level 4</b>		
MDM487	Principles of Making	40
MDM488	Thinking and Making	40
MDM489	Meaning in Making	40
<b>Level 5</b>		
MDM561	Design Representation	40
MDM562	Communication	40
MDM563	Informed Making	40
<b>Level 6</b>		
MDM661	External Brief	20
MDM662	Making an Argument	20
MDM663	Final Major Project	60
MDM664	Launch Pad	20

## Course Diagram

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

Level 4																														
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
	<b>Autumn Term</b>										<b>Spring Term</b>										<b>Summer Term</b>									
Induction week	<b>MDM487 Principles of Making Weeks 1-10 (40 credits)</b>										<b>MDM488 Thinking and Making Weeks 11-20 (40 credits)</b>										<b>MDM489 Meaning in Making Weeks 21-30 (40 credits)</b>									

Level 5																														
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
	<b>Autumn Term</b>										<b>Spring Term</b>										<b>Summer Term</b>									
	<b>MDM561 Design Representation (weeks 1-10) (40 credits)</b>										<b>MDM562 Communication (weeks 11-20) (40 credits)</b>										<b>MDM563 Informed Making (weeks 21-30) (40 credits)</b>									

<b>Level 6</b>																														
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
<b>Autumn Term</b>											<b>Spring Term</b>											<b>Summer Term</b>								
<b>MDM661 External Brief</b> (weeks 1-10) (20 credits)											<b>MDM663 Final Major Project</b> (weeks 11-30) (60 credits)																			
<b>MDM662 Making an Argument</b> (weeks 1-10) (20 credits)											<b>MDM664 Launch Pad</b> (weeks 11-20) (20 credits)																			



