ARTS UNIVERSITY BOURNEMOUTH

BA (HONS)
MODELMAKING FOR INDUSTRY DEGREE APPRENTICESHIP

Course Specification

This Course Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the course 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.

Whilst every endeavour has been made to provide the course described in the Course Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Modelmaking for Industry Degree Apprenticeship** 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 for Industry Degree apprenticeship
Award Title	Degree Apprenticeship (integrated)
Provider institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of	Architecture & Design
Professional accreditation	Apprenticeship (Bachelor's Degree)
Language of study	English
External Examiner for course:	To be confirmed
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	July 2025
Date of most recent review	N/A
Date course specification written/revised	July 2025
Subject benchmark statement	Art & Design
Level of final award	Level 6
Occupational Standard	ST1371 Model Maker
Standard Approved	23 July 2024
Standard Updated	N/A
Route	Art & Design
LARS code	770
EQA Provider	Office for Students
EPA assessor for the EPA	N/A

Course Description

The Modelmaking for industry degree apprenticeship is the first Apprenticeship the Arts university Bournemouth is proposing in its portfolio. AUB is also the first Specialist HE university to provide art & design degree apprentice. This degree apprenticeship fulfils a skills gap in the modelmaking industry

Modelmaking is a thriving and vibrant discipline that spans multiple industries in the creative industries, making it difficult to define in a specific industry. Modelmakers are 'makers of symbolic goods' and do this by being 'aesthetically and technically creative'. Modelmakers do this by understanding how objects and material culture are communicated and received by an audience and exploiting their broad knowledge of materials, processes, technology and skills to achieve successful results to a commercial deadline.

Modelmakers are in their core problem solvers in all aspects: in making, project management, collaboration and theory; often displaying a delight in solving a complex issue through digital and physical making 'the modelmakers will find the problem' is an understanding in many fields. This is curiosity for problem solving is embedded into the course DNA.

This course provides an alternative route to employment for those who want to join the industry outside of typical educational routes and enables those from disadvantaged backgrounds and alternative route to the industry. The document has been created in close collaboration with industry and is informed, developed and created using their input and expertise.

This course is focused on the practical applications of making models in the creative industries. While apprentices will focus on an employer's field of modelmaking, AUB as provider will introduce other areas of knowledge and practical aspects of the industry using multiple mechanisms; learning boxes, will be delivered for distance learning to be explored together in online sessions. Refinement of practical applications will be applied during four annual residentials. Apprentices are introduced to conventions theories, skills and processes required to work and compete in the modelmaking industry through both Online learning boxes and residentials

Apprentices work for 80% of the week with 20% off the job training supplied by the provider. Practical on the job work will be challenged and considered through the theoretical sessions from the provider each week with challenges and activities delivered in a hybrid form of learning.

Distinctive features of the course

The creative Industries Is comprised of 93.4% microbusinesses, with fewer than 10 employees (House of Lords Library, 2025), this is particularly true in the modelmaking industry, including large design houses with an 'in house' modelmaking department.

This course anticipates small numbers of apprentices from multiple companies from a range of industries, spread across the UK, therefore the cohort will represent a diverse range of Industries, distributed across the country. Due to this, the apprenticeship curriculum at AUB Is designed to be a national provision with a blended delivery using:

- Online weekly synchronous learning
- CANVAS: Asynchronous learning platform
- Face-to-face residential weeks

Supporting this further, the curriculum is designed to have intrinsic flexibility by assessing learning outcomes independently, and accumulating credit points at staged assessment points in the year. learning and assessment stages focused that can be adapted to the dynamically changing nature of the creative industries job market.

1. Learning Boxes are posted with materials, resources and equipment spanning core learning will be sent at intervals throughout level 4 & 5, in line with the learning programme to enhance online learning, ensure parity between apprentices in different employment and bring physical relevance to the industry.

2. In the Residential program, apprentices from all employees are invited to attend annually, four, residentials, based on the Bournemouth campus will be provided for apprentices. Residential are spaced throughout the year with Tri- party meetings following the week after to ensure currency.

   Residentials will cover industry modelmaking that apprentices do not experience in their workplace. These may include other industry making, specialist machinery, Digital software and practice, theory, specialist lectures and an annual local trip.

3. Sustainability and the values of the circular economy are embedded into the course Through an understanding of material culture, circular economy, efficiencies and exploring new materials and processed to inform making.

4. Model Journey in level 5, allows access to an Internal company system to understand the mechanisms required in a commercial practice. This is a unique insight into the workings of a company and not only give insight into other departments but broaden understanding of the connection between model and business.

5. Building a strong working relationship with Industry practitioners, developing and honing the working language and the opportunity to expand personal networks

Course Industry Patron Scheme: Apprenticeships are already embedded into industry; however, apprentices will value time with each other to gain context about the industry. The course will have the opportunity to discuss industry matters with each employer which in an apprenticeship is a unique relationship that is two-way, welcoming delivery and involvement by employers in delivering the course curriculum. This is a valuable way to maintain currency and relevance, especially as the cohort size and diversity of employers increases.

AUB Strategic vision

The BA (Hons) Modelmaking for Industry Degree Apprenticeship fits with the university's strategic vision in several ways:

Innovation: Degree apprenticeships open a new branch to the universities portfolio of creative programmes and is in the enviable position of being the vanguard of creative degree apprenticeships.

Collaboration: By applying this innovative approach to the course structure of future AUB apprenticeship courses online learning facilitates a national approach creative apprenticeships and residentials to build a culture of collaboration with apprentices from all over the UK and in time with other disciplines. AUB creative apprentices.

Internationalisation: Apprenticeships are not available for international study; however, the curriculum enables apprentices to embed understanding about different culture and values and apply them to the workplace, developing a global citizen process of thinking and an open minded, curious approach to creative thinking.

Course Aims

The symbiotic relationship of degree and apprenticeship is represented in the course aims. The critical thinking requirement to pause, analyse and consider are skills that prepare apprenticeships for their workplace and their further career. Core values of inclusive and ethical practice are integral to the narrative in this integrated degree apprenticeship, holding a prominent place in the delivery alongside that of sustainability.

Preparing apprentices for the world of work and the critical knowledge and skills required to work in industry are features of aims, such as communication and presentation in all its forms, data management and personal development through innovative practice.

A1: Develop Professional Modelmaking Skills
Equip apprentices with the creative, technical, and material knowledge required to produce high-quality models that meet professional industry standards.

A2: Enhance Research, Innovation, and Critical Thinking
Support apprentices in using research, design thinking, and experimentation to generate innovative and purposeful modelmaking outcomes.

A3: Build Industry and Career Awareness
Enable apprentices to understand the structure, language, and expectations of the creative economy, and to identify potential career pathways within the modelmaking industry.

A4: Strengthen Communication and Presentation Skills
Develop apprentices' ability to communicate clearly, confidently, and professionally through drawing, CAD, writing, and verbal presentation.

A5: Apply Sustainable, Inclusive, and Ethical Practice
Promote awareness and integration of sustainable processes, inclusive behaviours, and ethical standards across all aspects of modelmaking.

A6: Develop Project Management and Organisational Competence
Instil the ability to plan, manage, and document projects effectively, including budgeting, scheduling, and delivering to brief.

A7: Prepare for End Point Assessment and Professional Progression
Ensure apprentices are fully prepared for EPA requirements and confident in presenting their work, reflecting on their development, and compiling a comprehensive portfolio.

Course Learning Outcomes

LO1: Produce high-quality, industry-ready models that demonstrate advanced technical skill, appropriate material use, and creative problem-solving.

LO2: Apply research and critical thinking to inform model design, experimentation, and innovation within a defined context.

LO3: Demonstrate awareness of industry structures and align their personal practice and career ambitions with current professional opportunities and expectations.

LO4: Communicate effectively across multiple platforms, including drawing, CAD, writing, and verbal presentation, tailored to audience and purpose.

LO5: **Incorporate sustainable and inclusive practices** into modelmaking work, reflecting ethical and responsible professional conduct.

LO6: **Plan and manage projects efficiently**, using tools and strategies for scheduling, budgeting, and resource management to deliver work to a professional brief.

LO7: **Complete all elements of the EPA** with confidence, including presenting a final model, engaging in professional discussion, and submitting a reflective Portfolio of Evidence.

Reference Points

UK Quality Code for higher education, including:

- QAA - Subject Benchmark Statement: *Art & Design*
- QAA - National qualification descriptors (Levels 4-6)
- QAA – FHEQ
- QAA - Degree Apprenticeship Toolkits documents
- IfATE - ST1371 Modelmaker Standard
- OfS – Apprenticeship funding regulations
- House of Lords Library (2025) *Creative industries: Growth, jobs and productivity* [online] Available: https://lordslibrary.parliament.uk/creative-industries-growth-jobs-and-productivity/ Accessed 18 June 2025

Learning, Teaching, and Assessment Strategies

The program consists of synchronous online delivery with asynchronous resources to support independent learning and researching. All delivery and apprentice learning should be within the 20% allocated time and will mostly be delivered one day a week.

The CANVAS learning management system will be instrumental to the successful delivery of apprenticeship as a learning environment and central place for apprentices to work.

Learning packs will be sent to the apprentice to be introduced to other fields of the modelmaking industry. These will enable the apprentice to use equipment, materials and processes online that is relevant to the day's delivery. These enable the apprentice to engage more deeply with a practical subject in an online setting, they provide early adoption and understanding of H&S of unknown materials and processes before they are taught at the residential. This also provides an opportunity for employers to experiment and expand their own materials and processes.

Four in person residentials support learning in subjects beneficial to communication such as presentation skills, sensitive subjects discussing EDI and subject areas, skills or processes the apprentice does not engage with in the workplace such as discipline differences (architecture and mascot making)

Triparty meetings must take place with the employer, the apprentice and the provider every 8-12 weeks. These will monitor progress with the training and workplace, identify the apprentices understanding of the Knowledge of the KSB's learned and address any issues arising. Rigorous archiving and data gathering is expected from these meeting to ensure the apprentice is progressing and on track to be ready for Gateway.

Student Engagement

The experience of apprentices is different to full time campus students and there is growing understanding that they would prefer to engage and relate with other apprentices for their Uni experience. Factors like being unable to join events not on their OTJT day or groups that require more of their time. The culture in the workplace, their degree and home plus a university life can be overwhelming.

This course brings together apprentices in the same discipline from multiple microbusinesses around the country and connects them with each other in multiple ways through the online platform, discussion groups and the residentials. This enables apprentices to feel part of a cohort, despite being individual in their employment and significant distances apart.

The course will have elected year reps and create a course partnership group that meets in person at each residential. This gives all years the opportunity to feedback into the curriculum design and voice the opinions of the apprenticeship cohort.

The Use of Learning Outcomes

Learning outcomes for Level 4 and five will be assessed independently of their 'mother' unit. Each unit has the full length of the year to be completed in.

Four learning outcomes much be attempted, submitted and assessed each term, completing 40 credits each term, these may be spread between multiple units. The University will set the order of learning outcomes to be achieved; however, this structure enables an employer to request alternative orders if they are unable to produce work for the apprentice to evidence in the specific timeframe. This is in direct response to the nature of the creative industries and the type of work that presents itself to the company. Employers can request this in the tri party meeting prior to the term it effects.

Assessment

Assessment both provides a measure of apprentice's achievement and provides apprentices with regular feedback on how their learning is developing.

For every unit of a course, we will inform apprentices 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.

Apprentices 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 and End Point assessment (EPA) students will be awarded a degree classification based on their unit marks and the EPA grade aligning through an assessment matrix. The final classification is determined using all unit marks at Levels 5 and 6 of the degree and the EPA grade level.

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 Apprentices 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 an apprentice leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), Apprentices 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 an apprentice leaves the University following successful completion of the second year of the course.

An integrated degree apprenticeship must embed the End point Assessment into the last unit of the degree programme. The credit weighting is set by the occupational standard. Apprentices must complete the degree and have passed all units before they can be considered ready for gateway, an employer will decide if they are ready. The EPA must be completed and passed in full before the full 360 credits of a BA(Hons) degree classification can be awarded by the provider and EPAO

For the award of a BA (Hons) an apprentice 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.

Should the apprentice, for whatever reason, be unable to continue with their apprenticeship programme due to ineligibility for funding from the Education & Skills Funding Agency, their registration on the associated degree course would cease and they would no longer be eligible to complete the apprenticeship programme or any associated academic award.

Should the apprentice leave the university midway through a degree apprenticeship course they would receive learning credits for any modules they have successfully completed and, where applicable, any lower academic award.

This degree has followed a similar structure to that of the campus programmes with three 40 credit units and four learning outcomes for each. The units run simultaneously from the start to finish, and a program of study uses each learning outcome to run elements of each unit that are appropriate to the experience the apprentice will have in the workplace. Each learning outcome is distinctive with a specific outcome that enables workplace needs to be tailored to if required.

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 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 has 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.

The 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. 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.

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 BA(Hons) Modelmaking for Industry Degree apprenticeship runs within a 36 Month programme, and effort has been made to ensure each unit flows as one continuous form of study that flows with their experience and confidence.

Level 4
This year provides a structured foundation for apprentices to begin developing as capable and reflective modelmakers within the creative industries. Through three interrelated units, apprentices are introduced to the professional expectations, technical practices, and creative processes that underpin the discipline.

The first unit establishes core workplace knowledge, including health and safety, professional conduct, and equity, diversity and inclusion (EDI). Apprentices begin to recognise the significance of design language, intellectual property, and creative ethics. Fundamental drawing and communication skills are introduced and applied through guided, practical tasks.

In the second unit, apprentices explore the diversity of modelmaking across industries such as architecture, film, and product design. They begin to understand the processes, materials, and standards that define industry practices, while developing the ability to reflect critically on their own experiences. Introductory academic writing and research skills support their engagement with emerging ideas and sustainable thinking.

The final unit promotes collaborative practice, encouraging apprentices to apply their growing skills in planning, project management, and teamwork. CAD, drawing, and workshop skills are integrated into practical making activities, building technical fluency.

By year's end, apprentices have developed the foundational knowledge and behaviours needed to engage confidently with their profession, evidenced in their emerging **Portfolio of Evidence**.

Level 5
In their second year, apprentices build on foundational skills to approach modelmaking with increased autonomy, flexibility, and contextual understanding. The curriculum encourages experimentation, deeper reflection, and the application of structured methods to solve practical and conceptual challenges.

The year begins with a focus on **innovation**, where apprentices engage in guided experimentation with materials, tools, and emerging technologies. Through design thinking and academic research, they begin to question assumptions and test ideas. A personal manifesto allows them to consolidate their creative intent and critically reflect on how innovation shapes their role within the creative industries.

Building on this, apprentices undertake a systems-level exploration of the **modelmaking lifecycle**, tracking the journey from brief to delivery and post-project care. This encourages applied problem-solving and awareness of wider organisational factors including sustainability, planning, and client engagement.

The final unit enhances **professional communication**, encouraging apprentices to confidently present ideas, lead discussions, and respond to feedback. Peer critique and group analysis are used to promote reflective learning and broaden their engagement with professional discourse.

Throughout the year, apprentices are expected to integrate theory with practice, demonstrating responsibility, initiative, and a growing ability to work independently—qualities captured in their developing **Portfolio of Evidence**.

Level 6
In their final year, apprentices deepen their ability to think critically, conduct independent research, and apply their learning through practice. The Catalyst unit invites apprentices to explore an area of professional and academic interest, developing a well-informed line of enquiry. Through research and analysis, they produce a written submission that

demonstrates clarity of thought, originality, and relevance to the wider modelmaking community.

The Portfolio Enhancement unit encourages apprentices to apply their full creative and technical capability to the self-initiated project in the End Point Assessment. With support from their employer and provider, they define and deliver a modelmaking outcome that reflects their individual strengths and future ambitions. This work allows them to test ideas, experiment with unfamiliar processes, and reflect on their personal development.

The EPA Preparation unit brings together all aspects of learning, requiring apprentices to plan, produce and present a substantial project that demonstrates their skills, judgement, and professionalism in responding to the Knowledge skills and behaviours required by the Model Maker standard.

Alongside this, they complete their final Portfolio of Evidence—an account of their progression and achievements across the apprenticeship.

Together, these three units support the transition from apprentice to professional, equipping learners to contribute with confidence, independence, and clarity in complex, real-world contexts

Specialist resources:

Apprentices on the modelmaking degree apprenticeship benefit from high-quality training both in the workplace and through university-led teaching. While on the job, they have access to specialist equipment and resources relevant to their employer's sector, allowing them to develop hands-on skills within a professional environment.

To broaden their industry understanding and future employability, apprentices are also introduced to a range of related fields, including Media, Design, Architecture, and Digital, where modelmaking plays a vital role.

To complement this, university-based residential blocks provide focused training in areas where the workplace may not offer direct experience. These sessions ensure apprentices develop a comprehensive set of knowledge, skills, and behaviours that meet the full breadth of the apprenticeship standard.

Apprentices will benefit from the university's experienced tutors and technicians, as well as access to industry-grade facilities and equipment. These are the same resources used to support the full-time BA (Hons) Modelmaking course, ensuring parity, relevance, and a competitive learning experience.

Course Units

First year

MDMA401: Language of industry	40 credits
MDMA402: Exploring Creative opportunities	40 Credit
MDMA403: Project Planning and Model Design	40 Credit

Second year

MDMA501: Innovation in Models	40 Credit
MDMA502: Model Journey	40 Credit
MDMA503: Critical Contribution	40 Credit

Third Year

MDMA601: Catalyst	20 Credits
MDMA602: Portfolio Enhancement	40 Credits
MDMA603: EPA preparation	20 Credits
Gateway	
MDMA604: End Point Assessment Project and Professional Discussion	40 Credits

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.
The modelmaking for industry apprenticeship program runs for 36 Months in total, with a minimum of 843 off the job training hours, up to Gateway.

Level 4

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	26	27	28	29	30	31	32	33	34	35	36	37
Autumn term										Spring Term										Summer Term (Inc. x2 BH)																	
MDMA401: Language of industry 40 credits																																	Level 4 EPA documentation review				
MDMA402: Exploring Creative opportunities 40 credits																																					
MDMA403: Project Planning & Model Design 40 credits																																					

Level 5

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	26	27	28	29	30	31	32	33	34	35	36	37
Autumn term										Spring Term										Summer Term (Inc. x2 BH)																	
MDMA501: Innovation in Models 40 credits																																	Level 5 EPA Documentation review				
MDMA502: Model Journey 40 credits																																					
MDMA503: Critical Contribution 40 credits																																					

Level 6

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	26	27	28	29	30	32	33	34	35	36	37	Gateway	8 weeks
Autumn term										Spring Term										Summer Term (Inc. x2 BH)																			
MDMA601: Catalyst 20 credits																																						
MDMA602: Portfolio Enhancement 40 Credits																																						
																											MDMA603: EPA preparation 20 Credits															MDMA604: End Point assessment (EPA)