

ARTS UNIVERSITY BOURNEMOUTH

**MA**  
**VISUAL EFFECTS AND**  
**PHOTOREALISTIC**  
**COMPUTER GRAPHICS**



ARTS  
UNIVERSITY  
BOURNEMOUTH

**ARTFX**  
SCHOOLS  
OF DIGITAL  
ARTS

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.

## **COURSE SPECIFICATION**

The Course Specification provides a summary of the main features of the **MA Visual Effects and Photorealistic Computer Graphics** 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.

<b><u>Key Course Information</u></b>	
Final Award	Master of Arts
Course Title	Visual Effects and Photorealistic Computer Graphics
Award Title	MA
Teaching institution	ARTFX
Awarding Institution	Arts University Bournemouth
Offered in the School of	ARTFX
Professional accreditation	
Length of course / mode of study	38 weeks full-time
Level of final award (in FHEQ)	Level 7
Subject benchmark statement	
UCAS code	
Language of study	English
External Examiner for course:	To be confirmed
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	July 2025
Date of most recent review	Not applicable
Date course specification written/revised	September 2025

## **Course Description**

MA Visual Effects and Photorealistic Computer Graphics is an intensive one-year program that provides specialized, hands-on training in visual effects (VFX). The course is designed for students seeking to develop industry standard skills in VFX and offers a comprehensive journey through the entire production pipeline, from pre-production to post-production, which will facilitate subject awareness and distinct professional and employment possibilities.

The student's journey begins at the 'Swimming Pool', an introduction to the art form, and as the course evolves, they will develop their technical and creative abilities and understanding of professional practice. Throughout the program, across three units, students will work on six real-world projects, which will build a comprehensive exploration of developmental skills and methodology through in-depth study, enhancing technical awareness, project management and practical problem solving, amongst other attributes, all that is required to create visually stunning and industry-standard effects.

In addition to this training, the MA program emphasises professional development, focusing

on essential industry skills, such as, mastering workflows, project management, flexible teamwork, creative leadership and critical thinking, aspects that are integrated into the curriculum. This ethos enhances the ability to work efficiently and flexibly, enabling the management of complex projects, in a fast-paced and collaborative environment. This is complimented by masterclasses with key industry professionals and external visits, all of which further connects students with potential employers.

The program culminates in a final project that allows students to demonstrate their skills and creativity; this aspect will be guided by leading industry professionals. This experience will serve as a bridge to industry roles, enabling graduates to build strong portfolios and networks, enhancing their readiness for a professional career in VFX. The course enables students to develop professional competencies and awareness, becoming proficient in the technical aspects of VFX, developing a strategic understanding of how to navigate and thrive in a competitive, rewarding and expanding industry. With access to industry-standard facilities and software, with tuition and mentorship from a professionally active and experienced faculty the course's graduating students will be well-prepared to enter the dynamic and evolving international field of visual effects and computer graphics.

### **Distinctive features of the course**

Distinctive features of MA Visual Effects and Photorealistic Computer Graphics include:

#### **Industry awareness**

A core objective of this program is to bridge the gap between academic training and the professional VFX industry by bringing high-quality, real-world experience and techniques directly into the classroom. By incorporating the same methodologies and practices used daily in the industry, we aim to ensure that students are equipped with relevant and practical skills.

#### **Uniquely experienced staff team**

MA Visual Effects and Photorealistic Computer Graphics is exclusively led by industry professionals who hold senior management roles, such as leads, supervisors or producers, and are actively working in the field. Given the rapid evolution of the industry and its techniques, it is essential to update the curriculum annually to reflect current trends and meet the ever-changing needs of the VFX sector, which is delivered by a high-level industry experienced staff team. This adaptability will ensure that students are trained with cutting-edge knowledge and remain competitive in the job market.

#### **Professional development**

Engaging active professionals not only enriches the learning experience but also connects students with potential future employers. The central London location of the school offers exceptional opportunities to collaborate with top-tier VFX companies based in the area. This proximity allows us to organise workshops, conferences, and industry-specific presentations, as well as provide students with invaluable feedback on their demo reels. Additionally, the school has relationships with international VFX communities, such as the London section of the Visual Effects Society (VES), but also the Siggraph London section and CG101, which actively supports universities and students through events and initiatives and also part of the VES London section partnership.

#### **International disciplinary collaboration**

With three ARTFX campuses in Lille, Paris, and Montpellier, we envision a collaborative approach between ARTFX/AUB in the UK and ARTFX in France. This partnership will enable cross-country student exchanges and joint projects, providing a broader understanding of teamwork and collaboration on an international scale. Such exchanges will enhance the program's value by exposing students to a multicultural perspective, reflective of the diverse nature of the VFX industry, which thrives on talent from various nationalities. This curriculum

is designed to prepare students for the realities of the industry while building strong connections and fostering international collaboration that will enrich their professional and personal development.

### **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. This MA with its links to the industry is deeply committed to achieving this practice in its operations.

### **AUB Strategic vision**

MA Visual Effects and Photorealistic Computer Graphics fits with the university's strategic vision in several ways:

#### **Collaboration**

Collaboration is a cornerstone of the curriculum, both within the AUB campus and across our wider network partner institutions. The program will foster teamwork by simulating real-world production environments, where students will work in multidisciplinary teams to complete industry-standard projects, in team and leadership positions. Additionally, the proximity of the London campus to world-renowned VFX studios, which the course has a developed relationship with, offers unparalleled opportunities to engage with professionals through workshops, conferences, and live feedback sessions. These events will not only enhance learning but also build meaningful connections between students and their future employers.

The collaboration extends internationally, as the program will connect students with their peers at the three ARTFX campuses in Lille, Paris, and Montpellier. Cross-campus projects and exchanges will provide students with a broader perspective on global teamwork and the complexities of cross-border VFX productions. These initiatives will enrich their understanding of how large-scale international collaborations work and prepare them to succeed in diverse, multicultural environments.

#### **Internationalisation**

The vision of internationalisation underpins every aspect of the program. The London location, in the heart of one of the world's most vibrant VFX hubs allows students to engage with the global industry and gain exposure to leading companies and professionals. Through partnerships with international organisations like the Visual Effects Society (VES) London section, Siggraph London and CG101, students will have access to a global network of experts, events, and resources designed to support their professional development.

The collaboration between ARTFX UK and ARTFX France strengthens this international focus, allowing students to benefit from the diverse cultural and professional expertise of both countries. By participating in cross-campus exchanges and projects, students will gain insights into the unique approaches and challenges of working in an international industry, which is inherently multicultural and collaborative by nature.

#### **Vision-Driven Outcomes**

The AUB curriculum is more than just an academic program; it is a gateway to innovation, collaboration, and international opportunities. By combining cutting-edge techniques with real-world professional connections and fostering a global perspective, the program aims to produce graduates who are not only technically proficient but also culturally aware and adaptable.

This forward-thinking approach ensures that students are not only equipped to meet the current demands of the VFX industry but are also prepared to drive its future development on a global scale.

### **Course Aims**

The course aims to:

1. Develop highly skilled professionals in key roles such as Generalist Artist/TD, Lighting Artist/TD, and VFX Compositing Artist/TD. By combining creative artistry with advanced technical skills, the program ensures graduates are well-prepared to meet the demands of the VFX industry and contribute to high-profile projects.
2. Impart the critical importance of production management within the VFX workflow. By understanding the production process, students will be able to navigate the complexities of delivering high-quality work, making them indispensable assets to any VFX studio.
3. Enhance leadership through targeted coursework and practical experience, developing agile and creative leadership, the skills that are needed to problem solve, inspire and guide teams.
4. Impart awareness of VFX's contextual and historical importance, its integral and integrated role within the evolving creative screen industries.
5. Enhance effective communication and awareness in professional settings. The program equips students with soft skills to communicate in diverse and challenging environments, including negotiating project requirements, presenting ideas, and working constructively in a collaborative environment.
6. Enable aware professionals who combine specialist technical expertise, artistic vision, team and leadership abilities, with applicable participatory and interpersonal skills. By addressing all facets of the VFX workflow, the program ensures that graduates are not only capable of excelling in their chosen specializations but also of contributing to the broader growth and innovation of the industry.

### **Course Outcomes**

By the end of the course, a graduate will be able to:

1. Produce informed and aware individual and collaborative work, which acknowledges and interrogates contemporary VFX practices. (work practice).
2. Demonstrate an advanced ability through thinking and making to research and investigate, analyse, and articulate issues and situations, providing insights into contemporary VFX practices. (analytical research).
3. Select and deploy conceptual and practical VFX techniques and processes in an aware manner, considering how this understanding can further practice and professional development. (professional development).
4. Communicate and disseminate the development of independent learning in relation to practice and career aspirations. (articulation of independent learning).
5. Demonstrate awareness of relevant subject and practice related issues of technology, ethics and the cultural environment in which practice sits. (subject relevance).

6. Reflect on their practice through making, writing and discussion and to articulate, apply and disseminate practice and research outcomes. (reflection).

### **Reference Points**

UK Quality Code for higher education, including:

- Office for Students' (OfS) regulatory framework: 4.17 Degree for a descriptor for a higher education qualification at level 7 on the FHEQ: Master's degree.
- Subject Benchmark Statements: (a) Art and Design and (b) Communication, Media, Film and Cultural Studies.
- Framework for Higher Education Qualifications (FHEQ), 2<sup>nd</sup> Edn (2024).
- AUB LTAF (Learning, Teaching & Assessment Framework) and Postgraduate Taught Assessment Regulations (2023).

### **Learning, Teaching, and Assessment Strategies**

At course level, discipline specific characteristics and signature pedagogies influence student-centred learning, teaching, and assessment strategies. The course is structured around the course's units, each covering essential aspects of the developmental research, concept development, shooting, and VFX shot techniques required for high-end visual effects production.

Each unit will be assessed through a combination of practical projects, technical breakdowns, research documentation, and peer reviews. Students will be encouraged to reflect on their progress and adapt their approaches based on feedback from instructors and industry professionals. This multi-faceted approach ensures they develop both the creative and technical expertise required for the evolving demands of the VFX industry.

Teaching and learning occur through a variety of different academic forms:

#### **Briefing**

Academic member of staff (e.g. unit leader) will deliver the unit introduction via a presentation to a cohort. This will include unit briefing, assessment criteria, schedule/scheme of work, assessment requirements and submission deadlines, as well as assessment feedback deadlines.

#### **Tutorial**

Engagement of staff with students individually to discuss their work or progress with learning or achievement of assessment tasks.

#### **Seminars**

Focused academic sessions for a student group, presented by staff or a guest speaker on conceptual, contextual, and historical aspects of VFX practice and other related concerns. These sessions are tutor-led and discursive in nature.

#### **Workshops**

These interactive sessions will focus on practice related areas, such as storytelling and script development, visualisation and 'audioisation' (using sound). They provide students with technical skills and creative knowledge in the fundamental components of VFX practice.

#### **Reviews/Tutorials (individual and group)**

Whether one-to-one or in-groups, tutorials provide academic guidance and an opportunity for students to discuss an overview of their individual progress with members of staff. Specialist tutors have extensive and current professional experience, therefore can offer appropriate supportive guidance.

### **Assessment presentations**

Students in a group or individually present their work for formative or summative assessment. These sessions primarily focus on the individual and collaborative work produced in the units.

### **Visiting professionals (including Masterclasses)**

The course invites visiting film practitioners to contribute to Masterclasses. These talks enable an understanding of the creative industries and how professional practitioners operate.

### **Educational visits**

Supervised trips organised for students off campus to a destination, organisation, or business relevant to their learning for the unit, which add further conceptual context and are linked to the course's major projects.

### **Self-directed study**

At this level students are expected to undertake a high proportion of self-directed study. They are required to determine the appropriate research and practical requirements, with the agreement of the Course Leader and other designated staff, to ensure that access to these resources is agreed under the course's and AUB guidelines.

Each unit is assessed through a Portfolio of Work, which consists of practical work (e.g. VFX exercises), alongside analytical evaluation, and a Reflective Journal. These assessment tasks allow students to show evidence of research methods, practice related artefacts, contextual awareness, subject analysis, and applied reflection.

Teaching, learning and assessment across all three units is designed around two key components:

- **Portfolio of work 80%:** as demonstrated through the physical/digital submission and presentation of outputs, both developmental and resolved.  
**Reflective Journal 20%:** a written or recorded visual reflective analysis of the students' learning submitted as an electronic document.

**The Portfolio of Work:** a compilation of academic, professional, developmental, or creative materials that demonstrate a students' skills, creativity, knowledge, and experience in response to the unit's brief consists of:

- **Process Work:** documentation of a series of development work and/or steps that students go through to generate ideas and outcomes. The type of work that would be expected within process work might include, but not be limited to - project planning, developmental research, developmental experimentation, and annotation of development work.
- **Creative Artefacts:** evidence of the student VFX exercises, and their response to each unit's key projects.
- **Presentation:** formally present information to a panel, which could be in person or via a video recording. The presentation of images with verbal commentary narrates the student's learning achievements and intentions.

**The Reflective Journal:** a personal record of a student's reflections on their learning experiences during a unit. This usually takes the form of a written document, and it is a space where students record and reflect upon their own work, progress, and outcomes, providing personal responses to situations that have occurred during their study. Alternative forms of assessment may be agreed in discussion with course tutors. A reflective journal



could also include visual or creative work and could also be in response to work experience or placement opportunities. It consists of:

- **Reflective Commentary:** an overview of a student's reflection upon their learning experience once they have reached the end of a unit's key projects.
- **Learning Agreement** that indicates practice related intentions, includes workplan, proposed resource list, that outlines how the student will develop their work.
- **Industry Report:** an overview of an aspect of the creative industry that might include trends and outlook, performance, forecasts, primary and/or secondary research

Note that the work the student produces during the unit, the practice, research, reflection, should not be submitted in its entirety. The work submitted for assessment should be an edited/curated summation of the key themes and issues they have encountered and worked on as appropriate for each unit.

### **Student Engagement**

VFX is the creative application of technology, and the course offers opportunities for student development of 'real-world' project contexts, in a supportive and well-resourced learning environment, a structured journey that offers a unique learning experience.

The course accepts intakes at two different points in the year, September (Autumn) and January (Spring). The rolling nature of cohorts means that there are always existing students to welcome newcomers onto the course and act as mentors. As well as learning from their skills, experience, and knowledge of the University, students can gain real understanding of what is expected in the Units ahead by attending their critiques and Assessment Presentations.

The program creates conditions for students to actively participate in their learning and develop essential skills that prepare them for industry challenges. It embraces the importance of individuals working towards personal and collective aims, and the projects are formulated around this understanding; student engagement, and differentiation, is central to the course's learning environment.

A key element of the students' developmental process is the testing and interrogating of their ideas. Part of this requires students to engage with other opinions through research and feedback, therefore, personal and group tutorials, presentations, reviews are a vital component in building an integrated subject and personal awareness.

The course facilitates learning through practice within a supportive and responsive environment, which introduces and develops reflective critical skills, technical awareness and creative professional practices. This ethos fosters collaboration and communication, problem-solving and teamwork, essential skills in professional VFX pipelines. Also, project teamwork and team leadership, enhances agile and communicative engagement and confidence, enabling students to adapt to real-world production situations; this is particularly beneficial in a constantly evolving industry where continuous learning and adaptation are key to career success.

Through actively participating in workshops, research projects, production exercises, students build a strong professional network, gain exposure to industry practices, becoming more able to transition into the workforce. Being technically proficient, able to solve problems creatively, work in and lead teams, ensures that students graduate with the skills and awareness needed to thrive in the VFX industry.

## **Assessment**

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement and 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.

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 with a minimum mark of 50 to successfully complete the unit.

On successful completion of a Master's Degree (MA), a Merit or Distinction may be awarded. Only units at Level 7 contribute towards the determination of a Merit or Distinction.

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

Assessment at AUB is aligned to the unit Learning Outcomes and consists of two types:

**Formative Assessment:** this method is used throughout the learning process to assess students' progress and understanding. It may take place in tutorials, seminars, critiques, and other discussions about their work and provides ongoing feedback on students' learning-in-process. By identifying positive practices and thinking to potentially take forward and develop it serves to enhance their progress. This kind of dialogue-based, written, or recorded feedback (or 'feedforward') is usually ungraded.

**Summative Assessment:** this method is used at the end of the unit to reflect upon what students have achieved. It evaluates evidence of their outcomes, skills acquisition and learning achievements. Marks are graded using a matrix of assessment criteria aligned to the Learning Outcomes to ensure the greatest possible clarity and feedforward advice.

**Unit Assessment Feedback:** all units provide Summative explanation of what has been done well and what could have been done better, as well as feedforward commentary on how the work might be further developed.

**Assessment of Collaborative or Group Work:** when collaborative work is submitted for assessment the contribution of each student will be assessed individually against the Learning Outcomes according to their specific input, with the student taking on a designated head of department role, so their individual contribution to the task can be fairly assessed.

## **Course Structure**

All students are registered for the award of Master of Arts; however, exit awards are available if a student leaves the course early. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of Postgraduate Certificate (PGCert) students must have achieved a minimum

of 60 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), students must have achieved a minimum of 120 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Master of Arts (MA), a student must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the Course Handbook. This qualification will be awarded upon successful completion of the course.

### **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)**

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 extracurricular 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 the 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**

MA Visual Effects and Photorealistic Computer Graphics is a uniquely positioned programme that offers the opportunity for students to develop and realise their creative ambitions within the field of VFX, which facilitates individual aims and develops professional awareness. The course is underpinned by a team of lecturers who are experienced practitioners in a variety of practice and professional related modes.

The course is structured around three 60 Credit Units as consecutive and equally weighted phases of study:

- Master's 1: Defining Practice (Research and Contexts)
- Master's 2: Exploring Practice (Methods and Investigation)
- Master's 3: Resolving Practice (Application and Evaluation)

Each of these units is divided into two major projects. These units all consider shooting, lighting, compositing, AI tools and management, developmental research, concept development and shooting techniques, in a manner that develops through project application, ensuring students have a focused understanding of the sector. This structure relates industry practices within a creative, supportive and academic environment.

These different outcomes should demonstrate focused research, evidence of visual and written examination of the student's approach, the interpretation of theory and practice. As such they should show reflective evaluation, critical analysis, processual thinking, specialist capabilities and professionalism that consider:

- **Context:** the relevant theories, subjects, issues, political perspectives, designers, artists, images, literature that informed the student's practice.
- **Research:** including individual practices and outcomes, the examination and experimentation undertaken to enable practice, the research that is embedded in the practice.
- **Development:** in terms of the student's own personal development as a creative practitioner, and the processual development of an emerging Portfolio of Work.

At the end of each unit, evidence of the required assessable work is digitally submitted. The units' assessment tasks have compatible wordcounts and academic expectations, weightings and credits and are graded accordingly throughout the course.

### **Course Units**

Unit Code	Unit Title	Credits
VFF701	Master's 1: Defining Practice Research and Contexts	60
VFF702	Master's 2: Exploring Practice Methods and Investigation	60
VFF703	Master's 3: Resolving Practice Application and Evaluation	60

### **Master's 1: Defining Practice (Research and Contexts)**

- **Swimming Pool:** An introduction to the course and contemporary VFX methodology and practice. This unit focuses on creating models and textures to achieve high-quality for digital assets. Students will learn best practices for preparing digital assets, managing texture maps, and enhancing material properties to ensure accurate light interaction to deliver a final shot.
- **Near Future:** This project explores the foundational principles of integrating 3D elements into real-world environments, focusing on developmental research, conceptual development, and industry-standard compositing techniques. Students will develop a strong visual storytelling approach by leveraging research-driven design, matchmoving, and AI-assisted paintovers to enhance realism and creative expression in 3D scenes.

### **Master's 2: Exploring Practice (Methods and Investigation)**

- **Fly Through:** Students begin with in-depth developmental research and concept development to build a strong narrative foundation. Following this, students meticulously handle 3D environment assembly and 3D layout to create immersive visual worlds. Adding lighting then enhances the mood and realism, leading to high-quality rendering. Finally, skilled compositing seamlessly blends all elements, bringing the vision to life on screen.
- **Metaballs:** From initial scouting to meticulous shooting, every detail is captured. Students then employ precise photogrammetry to build their foundation. The journey continues with accurate matchmove and dynamic 3D Layout. Adding lighting illuminates the scene, followed by high-fidelity rendering. Finally, compositing ensures seamless integration.

### **Master's 3: Resolving Practice (Application and Evaluation)**

- **Mini Studio:** VFX shots encompass a range of specialized techniques. Students handle dynamic elements like muzzle flashes and disorienting dizziness effects. Expertise extends to creating detailed CG assets for packshots and realistic gore shots. Essential to the workflow is meticulous prep work for the shot. Students integrate multiple FX and characters into complex scenes. Finally, advanced compositing with AI tools ensures seamless and impactful final visuals.
- **Weird Moment:** Based on a group project, focusing on the intricate demands of VFX, this includes VFX supervision from initial concept through to final delivery, ensuring seamless integration. Students meticulously plan and execute prep shots and on-set shooting, laying a strong foundation for their visual effects. The project features multiple FX and characters, requiring sophisticated digital artistry. Finally, the advanced VFX compositing will bring all these elements together to create a cohesive and impactful final result.

### **Specialist resources**

Software:

- Maya, Houdini, Arnold, Zbrush, DaVinci Resolve, Nuke, Photoshop, Mari, Substance Painter, 3DEqualizer, Unreal Engine 5

Hardware:

- Apple iMacs, Windows PCs, Professional-grade hardware in digital classrooms

VFX Production:

- Cutting-edge cameras, Blackmagic Camera, HDR monitor, ASUS workstation

VFX Production Kits:

- Flow Production, Tracking Markers Kit, VFX Data Wrangling Essential Kit, in-Camera Reference Gear Kit, BMD Cinema Pocket Camera 6K Pro, Kit, Colour Checker, Blackmagic micro and mini panel, Texture/Photogrammetry/Panoramic Photography Kit, 360° HDRI Kit, Sony cameras

## Course Diagram

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

Level 7 Full-time mode of study Autumn start (38 weeks)											
	Trimester One				Trimester Two				Trimester Three		
	Weeks 1-13				Weeks 14-26				Weeks 27-38		
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
Induction	VFF701 Master's 1: Defining Practice: Research and Contexts (weeks 1-13) (60 credits)				VFF702 Master's 2: Exploring Practice: Methods and Investigation (weeks 14-26) (60 credits)				VFF703 Master's 3: Resolving Practice: Application and Evaluation (weeks 27-38) (60 credits)		
	Assessment				Assessment				Assessment		

Level 7 Full-time mode of study Spring start (38 weeks)											
	Trimester One				Trimester Two				Trimester Three		
	Weeks 1-13				Weeks 14-26				Weeks 27-38		
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV
Induction	VFF701 Master's 1: Defining Practice: Research and Contexts (weeks 1-13) (60 credits)				VFF702 Master's 2: Exploring Practice: Methods and Investigation (weeks 14-26) (60 credits)				VFF703 Master's 3: Resolving Practice: Application and Evaluation (weeks 27-38) (60 credits)		
	Assessment				Assessment				Assessment		

