

# Programme Specification

## BA (Hons) Modelmaking

Please note that the former Arts University College at Bournemouth (AUCB) became the Arts University Bournemouth (AUB) on 13 December 2012. All references in this document to AUCB, the University College or the Arts University College should be taken to refer to AUB, the University or the Arts University.



This Programme Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Programme 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.

## THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

### 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 he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<b><u>Key Course Information</u></b>
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Final Award	BA Honours
Course Title	Modelmaking
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W291
Language of study	English
External Examiner for course	Hilary Baxter Programme Director in Theatre and Screen Wimbledon College of Art
<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	2009
Date programme specification written/revised	Revised September 2012

### **Course Philosophy**

The BA (Hons) Modelmaking degree produces creative, articulate and versatile professional modelmakers. Through an understanding of the appropriate combination of digital technologies and traditional techniques our graduates excel in a wide range of creative industries and other design related disciplines. The course has developed an international reputation for high standards and quality, enabling graduates to attain employment in a global market.

The course develops graduates who are capable of instigating and leading innovation through confidence in their own capacity to foresee and respond to change and adapt to future trends. We expect graduates from this degree to be versatile in their abilities to combine digital and physical media in creative solutions and interpretations. Graduates will understand the need for continuous

development and understand the importance of communication and collaboration. Graduates will develop a professional and commercial understanding of the future of modelmaking as a discipline.

Consequently the course prides itself in the high standard and employability of its graduates. We aim to impart a diverse skill set to students which will allow for greater flexibility with regards to employment opportunities. The course embraces new and emerging technologies and techniques, maintaining currency and diversity through well established communications with Industry.

Students at all levels regularly take the opportunity to work in collaboration with other courses throughout the University College. In addition to teamwork undertaken on the course this ensures that students develop a professional work ethic, which further enhances both their employability and the courses reputation.

Students pursue a programme of advanced independent research, and appreciate that a high level of skill in research, analysis, criticism and communication, is appropriate to the award of BA with Honours. This continues throughout Level 6 where their research and learning is related to the professional context and the transferable nature of their knowledge. The student is encouraged to consider their professional and personal potential beyond graduation.

Having studied this programme the graduate will be able to engage with the professional field of Modelmaking and 3D Visualisation industries or in a broad range of alternative creative fields. Graduates will be enabled to progress onto postgraduate study or teacher training. All graduates from this degree will produce a creative and diverse portfolio targeted towards future employability.

### **Course Aims**

1. Develop your formal, technical and aesthetic abilities in exploiting media, materials processes and techniques to further your creative purpose and outcomes.
2. Establish an appropriate understanding and knowledge of the professional practice of commercial modelmaking and to equip you with a broad set of transferable skills.
3. Encourage research and the development of your critical, analytical, evaluative, interpretive and intellectual skills.
4. Promote teamwork, self-directed learning, the opportunity for independent study and continued professional development.
5. Develop your understanding and knowledge of the cultural and historical context of related creative disciplines and your appreciation of the relationship between theory, history and practice.
6. Develop visual understanding and communication skills through observation, interpretation, presentation and critical evaluation.
7. Refine your competence in the safe and practical usage of workshop machinery, tools and equipment, and the appropriate use of digital technology to produce outcomes informed by professional practice.

### **Course Outcomes**

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

1. Exploit media, material, processes and techniques to achieve a clearly focused outcome.
2. Apply knowledge of the professional practice of commercial modelmaking in developing a broad set of transferable skills.
3. Apply effective critical, evaluative and intellectual skills to demonstrate a refined approach to research and development.

4. Initiate, and benefit from the principles of teamwork and self-directed learning through independent study and continued professional development.
5. Appreciate the relationship between theory, history and practice and be able to relate the professional practice to the cultural and historical context of related creative disciplines.
6. Observe, interpret and present, through critical evaluation, communication skills and visual understanding.
7. Present outcomes demonstrating competence in the safe and appropriate use of; workshop machinery, tools, equipment and application of digital technology, in a method informed by study of professional practice.

### **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- Code of Practice

AUCB Undergraduate Regulatory Framework

University College Learning and Teaching Strategy

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

#### **Learning and Teaching Strategies**

The course combines independent learning and structured taught sessions. Taught sessions underpin independent learning. They include guided studio session, inductions, demonstrations, 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 learning agreements become an integral part of the process.

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 within the Architectural Representation unit. Team working is monitored and formatively assessed through regular tutorials with each team. This ensures that individual and team input / output can be monitored fairly throughout the unit. A similar approach is adopted in collaborative cross course and live projects this allows for intervention in the event of unresolved team or client disputes.

#### **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 you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your 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 (eg 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each grade band.

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 using two different algorithms, which are detailed in your *Quick Guide to the regulations*. If the two algorithms produce different results, you will be awarded the higher class of degree. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/registry/academicregulations.aspx>

## **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 College 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 College 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.

## **Course Content**

The course has a parallel rather than sequential structure, introducing 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 four 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.

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

### **Level 5**

In the second year you continue to develop their understanding of model making 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 who are expected 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.

### **Course Units**

<b>Unit code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
<b>Level 4</b>		
MDM450	Exploding Myths	40
MDM451	Thinking & Making	40
MDM452	Media Solutions	20
MDM453	Contemporary Issues	20
<b>Level 5</b>		
MDM550	Architectural Representation	20
MDM551	3D Visualisation	20
MDM552	Communication	40
MDM553	Informed Making	40
<b>Level 6</b>		
MDM650	External Brief	20
MDM651	Making an Argument	20
MDM652	Final Major Project	60
MDM653	Launch Pad	20

## Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

Level 4																														
Autumn term											Spring term										Summer term									
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
Induction week	<b>MDM450 Exploding Myths</b> (40 credits)										<b>MDM451 Thinking and Making</b> (40 credits)										<b>MDM452 Media Solutions</b> (20 credits)									
																					<b>MDM453 Contemporary Issues</b> (20 credits)									

Level 5																														
Autumn term											Spring term										Summer term									
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>MDM550 Architectural Representation</b> (20 credits)										<b>MDM552 Communication</b> (40 credits)										<b>MDM553 Informed Making</b> (40 credits)									
	<b>MDM551 3D Visualisation</b> (20 credits)																													



Level 6																														
Autumn term											Spring term										Summer term									
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>MDM650 External Brief</b> (20 credits)											<b>MDM652 Final Major Project</b> (60 credits)																			
<b>MDM651 Making an Argument</b> (20 credits)																														
											<b>MDM653 Launch Pad</b> (20 credits)																			

## **Resources**

### **Specialist resources:**

The workshop is a purpose built building to support high end 3D making courses. Each area has been carefully designed with both Health & Safety and functionality in mind. The workshop is well equipped with a full range of traditional machinery as well as the latest digital manufacturing equipment. Plastics, Woodworking, Metalworking, Mould making and Casting 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 such as 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 from one of several storage areas. A range of specialist materials can also be purchased from the course office.

### **University College Resources:**

#### **Library**

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. As part of the AUCB's Information Literacy Framework, the Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources. There is also another member of staff part of whose role is to assist students with any additional needs.

The Library holds an excellent range of specialist learning materials including books, journals, CDs, DVDs, and newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including e-books and e-journals.

The Library is wi-fi enabled and facilities include viewing rooms, a presentation space, a silent reading room, photocopiers, iMacs and PCs. The open plan design and high quality resources make the Library a popular space for work and study. The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

#### **Information technology**

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: [itcshelpdesk@aucb.ac.uk](mailto:itcshelpdesk@aucb.ac.uk)

#### **Museum of Design in Plastic (MoDiP)**

MoDiP is a registered museum of 20<sup>th</sup> and 21<sup>st</sup> century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed

- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [Plastics Network](http://www.plasticsnetwork.org) website ([www.plasticsnetwork.org](http://www.plasticsnetwork.org)).

### **The Gallery**

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events, including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

**text + work** is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

### **Student Support**

#### **Academic Guidance**

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

#### **Career Education, Information and Guidance**

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Officer holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

## **Learning Support**

### **Support for students with disabilities (including dyslexia)**

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quickscan' screening programme when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

### **Support for students for whom English is a second language**

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutors, who are part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. An EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, your EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

### **Pastoral support and guidance**

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

## **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise, which is monitored by the Course and Faculty Boards of Study. Your student representatives can keep you informed about progress against the action plan.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

## **Indicators of Quality and Standards**

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Quick guide to the regulations
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/registry/academicregulations.aspx>
- AUCB Student Guide