KEY PROGRAMME INFORMATION

Originating institution(s)	Faculty responsible for the programme
Bournemouth University	Faculty of Media and Communication

Final award(s), title(s) and credits	
BA (Hons) Visual Effects with Placement (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5 / 120 Credits, ECTS 60 Level 6 and successful completion of a placement) BA (Hons) Visual Effects Full Time (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5 / 120 Credits, ECTS 60 Level 6)	

Intermediate award(s), title(s) and credits	
Cert HE Visual Effects (120 Credits, ECTS 60 Level 4) Dip HE Visual Effects (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5)	

UCAS Programme Code(s) (where applicable and if known)	HECoS Code(s) and percentage split per programme/pathway
W615	100363 (20%) 100717 (50%) 101214 (30%)

External reference points	

The UK Quality Code for Higher Education
  - Part A: Setting and maintaining academic standards
  - Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), and   - Subject Benchmark Statements
 - QAA Art & Design UG Benchmarks, 2016
 - QAA Computing UG Benchmarks, 2016
Creative Skillset
  - Course Accreditation Guidelines
  - National Occupational Standards for Animation 2013
  - The Core Skills of VFX Handbook	

Professional, Statutory and Regulatory Body (PSRB) links	
None	

Places of delivery	
Bournemouth University	

Mode(s) of delivery	Language of delivery
Full-time, Full-time sandwich (30 week placement)	English

Typical duration	
3 years, or 4 years with a placement 1 year per level	

Date of first intake	Expected start dates
September 2018	September

Maximum student numbers	Placements
20	All placements are optional. Students may choose to undertake a 30-week sandwich placement or an 8 week (40 day) 'short placement' between Level 5 and 6. Current practice is that students find their own placement with support from the Faculty Placements Team.

Partner(s)	Partnership model
Not applicable	Not applicable

Date of this Programme Specification	
March 2023 Students enrolling at Level 4 on or after September 2020 will follow this version.	

Version number	

Version 1.9-0923

Approval, review or modification reference numbers
E2017058 – approved 05/09/2017
FMC 1718 11, approved 20/12/2017, previously v1.0
BU 1819 01, approved 14/11/2018, previously version 1.2
BU 1819 21, approved 04/08/2019, previously version 1.3
FMC 1920 12, approved 16/12/19, previously version 1.4
FMC 1920 17, approved23/03/2020, previously version 1.5-0920
FMC 2021 04, approved 02/12/2020, previously v1.6-0920
EC 2021 13, approved 02/02/2021, remained v1.7-0920
FMC 2021 24, approved 04/05/2021, previously version v1.7-0920
EC 2122 81
FMC 2223 15, approved 15/03/2023, previously v 1.8 - 0923

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PROGRAMME STRUCTURE

LEVEL 4		LEVEL 5		LEVEL 6	
SI	S2	SI	S2	SI	S2
Introduction to Production Tools* (COMMON) 20	Asset Integration 1 (VFX) 20	Image Processing for Visual Effects Production (VFX) 20	Group Project* (COMMON) 20		FMP and Dissertation* (COMMON) 60
Visual Storytelling and Pre-visualisation (VFX) 20	Post-visualisation and Shot Development (VFX) 20	Modelling and Texturing (VFX) 20	Asset Integration 2 (VFX) 20	Masterclass* (COMMON) 20	
History of VFX (VFX) 20	Visual Effects Photography and Acquisition (VFX) 20	Option I 20	Option 2 20	Asset Integration 3 (VFX) 20	Option 3 20

This map shows the order in which the units (listed in detail below) will be delivered across Levels 4, 5 and 6.

* Unit has already been validated.

Programme Award and Title: BA (Hons) Visual Effects

Year 1/Level 4
Students are required to complete 6 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HeCoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
History of VFX	Core	20		100%		48	FMC V1.1	100306 (major) 100783 (minor)
Visual Storytelling and Pre-visualisation	Core	20		100%		50	FMC V1.1	100063 100717
Introduction to Production Tools	Core	20		100%		48	FMC V1.2	100363
Visual Effects Photography and Acquisition	Core	20		100%		48	FMC V1.2	100214 100716
Post-visualisation and Shot Development	Core	20		100%		50	FMC V1.1	100363
Asset Integration 1	Core	20		100%		48	FMC V1.1	100363
	Progression requirements: Requires 120 credits at Level 4. **Exit qualification:** Cert HE Visual Effects (requires 120 credits at Level 4).							

Year 2/Level 5

Students are required to complete 4 core units and two optional units. There are a number of options; however, from the available optional units only a subset will be offered every year, depending on take-up and availability of appropriate resources.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HeCoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Image Processing for Visual Effects Production	Core	20		100%		48	FMC V1.1	100363
Modelling and Texturing (pre-req *Introduction to Production Tools*)	Core	20		100%		48	FMC V1.1	100363
Asset Integration 2 (pre-req *Asset Integration 1*)	Core	20		100%		48	FMC V1.1	100363
Group Project	Core	20		100%		40	FMC V1.2	100363 100812
Rigging and Animation for Visual Effects (pre-req *Introduction to Production Tools*)	Option	20		100%		48	FMC V1.1	100363
Technical Effects	Option	20		100%		48	FMC V1.2	100368
Lighting and Rendering	Option	20		100%		48	FMC V1.2	100363
Real Time Graphics Systems	Option	20		100%		48	FMC V1.1	615100368
Personal Inquiry	Option	20		100%		48	FMC V2.1	615100363
Character Rigging	Option	20		100%		50	FMC V1.1	100363
Scripting for DCC	Option	20		100%		48	FMC 1.0	

Progression requirements: Requires 120 credits at Level 5.

Exit qualification: Dip HE Visual Effects (requires 120 credits at Level 4 and 120 credits at Level 5).

Year 3/Level P - Optional sandwich placement in industry/business

Progression requirements: Requires satisfactory completion of a minimum 30-weeks of work in industry/business, the successful completion of an e-Portfolio summary, and the timely completion of two appraisal forms. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

Students may also choose to undertake an optional 8 week (40 day) 'short placement' between Level 5 and Level 6.

Year 3/4/Level 6

Students are required to complete 3 core units and one optional units. There are a number of options; however, from the available optional units only a subset will be offered every year, depending on take-up and availability of appropriate resources.

Unit Name	Core/ Option	No of credits	Exam 1	Cwk 1	Cwk 2	Expected contact hours per unit	Unit version no.	HeCoS Subject Code
Final Major Project and Dissertation	Core	60		100%		30	FMC V1.1	103363 (major) 100361(minor)
Masterclass	Core	20		100%		20	FMC V1.1	100363 (major) 100277 (minor)
Asset Integration 3 (pre-req *Asset Integration 2*)	Core	20		100%		48	FMC V1.1	100363
Digital Matte Painting (pre-req *Introduction to Production Tools*)	Option	20		100%		48	FMC V1.1	100363
Digital Fabrication	Option	20		100%		40	FMC V1.2	100368 100358
CG and Animation for Cultural Heritage	Option	20		100%		42	FMC V1.3	100363 200805

Exit qualification: BA (Hons) Visual Effects.

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a 30 week sandwich placement.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

BA (Hons) Visual Effects (BAVFX) will cover all the main aspects of the visual effects post production pipeline and will also focus on the theory, principles and production of visual effects assets and shots. The course will be tailored towards students who have a strong interest in the feature film visual effects industry and other associated areas, and have a strong desire to work in the feature film visual effects industry. The disciplines covered will include visual storytelling and pre-visualisation, post visualisation and shot development, rotoscoping and plate prep, matchmove, modelling, UVing, texturing, look development, lighting, rigging, digital matte painting, simulation effects, technical direction, scripting, image processing, and compositing. It will also include supporting elements such as the theoretical underpinnings of moving image, the history of visual effects, personal research units, an industry led project, and visual effects photography and acquisition. The course will have a number of optional components that will allow the student to tailor their pathway to either a more technical or more artistic flavour. The ideal applicant will have a keen interest in feature film visual effects, and a strong art portfolio containing high quality observational artwork.

The program has been carefully designed to complement the other Undergraduate courses in the NCCA portfolio, BA (Hons) Computer Animation Technical Arts (BACATA) and BA (Hons) Computer Animation Art and Design (BACAAD). Where these courses cover the basics of some of the visual effects disciplines, BAVFX is designed to go into much more specific detail.

Graduates from BACATA and BACAAD will have an understanding of the basics of the visual effects pipeline, whereas graduates from BAVFX will have a detailed understanding of, and high quality demonstrative portfolio and showreel in, the visual effects pipeline, specifically related to the knowledge and production of feature film visual effects. The course will not cover areas of production that are not specifically related to feature film visual effects that are covered by BACATA and BACAAD. For example, the more technical aspects of mathematics and programming, and the more creative aspects of character design and story generation will not be part pf BAVFX. Instead, the programme will focus on utilising tools and design work created by students in the BACATA and BACAAD to create visual effects work, as is common practice in the feature film visual effects industry.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BU 2012-18 Strategic Plan is built around the concept of Creating, Sharing and Inspiring and can be better defined as:

- Creating the most stimulating, challenging, and rewarding university experience in a world-class learning community
- Sharing our unique fusion of excellent education, research and professional practice
- Inspiring our students, graduates and staff to enrich the world

Like all of the courses that are part of this portfolio, this course embraces all of these values and adopts every aspect of this agenda.

In line with the Curriculum Content section of the EDQ document *2B – Programme Structure and Curriculum Design Characteristics: Procedure*, the development of graduate attributes including the following areas have been considered in the design of the course:

- Education including technology enhanced learning
- Employability, work-based learning and professional practice
- Research informed education
- Student engagement and co-creation
- Innovation, entrepreneurship and creativity
- Globalisation, internationalisation and sustainability
- Personal and professional development

At the very heart of the course is the concept of education, professional practice and research. All of the delivery is underpinned by industry practice in regard to curriculum design, right through to the production pipelines that students learn and consequently develop on their own terms. Research disciplines are taught and learned in specific units and these skills are utilised on other units throughout each programme. Teaching is at the centre of all of this work, and the NCCA prides itself on the quality of its teaching and organisation of its delivery to maximise student potential.

The NCCA has been at the forefront of utilising technology to enhance teaching and learning. Using platforms such as Shotgun (an industry standard file sharing and monitoring tool) enables staff to offer frame-by-frame feedback and annotation of student work. This happens as part of the ongoing review of student work-in-progress.

Staff also use tools such as Turnitin and video to give students a tailored and personal review of their work, which has been incredibly well received.

The inclusion of weekly visiting speakers enables staff and students to engage with practitioners on a scale that students in other institutions are unable to do. Networks with industry are incredibly strong and the fact that a huge number of people employed in the industry are NCCA graduates makes it very straightforward to maintain and build those networks. There is a huge loyalty to the NCCA and it is important that loyalty remains and is utilised to the benefit of current and future students.

Staff are able to go and work within some of the companies we regularly deal with, enabling them to come back to the classroom and share the skills that they develop whilst in the professional environment. Industry colleagues and partners make contributions to the NCCA Industry Advisory Board, where many subjects are discussed on a regular basis, including curriculum design.

Course accreditation from Creative Skillset also enables us to take advantage of their networks and guidance in order to ensure curriculum design is mapping to current and future thinking as far as possible.

Many staff that deliver on the courses are active researchers and bring that experience into the classroom. Through assignments and research oriented units, all students experience research and are able to see whether further work in that area is something they might develop in the future. Students work in groups for some of their marked assignments, allowing them to see and understand how major productions like those they will eventually work on are made. Teamwork is critical and that part of the student experience is critical to the success of NCCA graduates when they begin their careers.

Students are exposed to the world of work in all its facets. Getting a job in computer animation, games or visual effects is competitive, so students are made aware of the need to develop their skills and be in a position to demonstrate them in a way that enables them to challenge for opportunities. They are exposed to the reality that means they may need to work in a freelance capacity or even start their own business.

Students come from a wide range of countries and cultures, which does need careful management. However, the mix of cultures is seen as hugely beneficial to the student experience as it creates an incredibly interesting and vibrant student community that only serves to enhance the creativity of the group as a whole.

The Global agenda is further enhanced by the opportunities students have to visit events like FMX in Germany and meet with other students and professionals from around the world at our very own BFX Festival.

The NCCA has engaged with CEL (BUs Centre for Excellence in Learning) as part of the curriculum design process. More importantly, the Department will continue to work with CEL after validation in order to ensure the new courses are delivered and assessed in a way that enables students to have the very best experience they can when they come to BU to learn in the NCCA.

CEL has engaged Academic Learning Designers who will work with the Department to ensure that the programmes that have been designed are delivered in a way that is not only appropriate in terms of the discipline, but in such a way as to take advantage of the latest innovations in teaching and learning in Higher Education.

At all times, students are reminded that a professional attitude to their work, their colleagues and their lecturers is critical to their success. Recruiters from major studios go to great lengths to remind them that once they have the requisite skills, the next thing a company looks for in an employee is their ability to fit into their workplace with ease. In the kind of environment that most of the graduates will work, being a productive and valued member of a team is absolutely paramount.

The University's move to a common academic structure (CAS) began in the 2012/13 academic year, with all courses moving wholly into CAS or, in the case of some undergraduate provision, cascading through the period of an entire cohort's time on a course.

As part of this design, all NCCA Undergraduate degrees will move into CAS, with the exception of the Final Major Project and Dissertation Unit which is a recognised exception.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning. As a guideline, a 20-credit unit would normally require the equivalent of approximately 3,000 words in total.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

The BA (Hons) Visual Effects provides opportunities for students to develop and demonstrate knowledge, understanding and skills described in this section. After their graduation, students will be expected to demonstrate self-direction, creativity and originality in tackling and solving problems associated with visual effects, and act autonomously in planning and implementing creative solutions at professional level. After completion of Level 4 of the programme, Visual Effects students should have knowledge and understanding of the underlying production principles and practice in visual effects, as well as knowledge of the history of visual effects production pre-dating the use of computers.

Students at this level will be expected to be able to evaluate and interpret different approaches to visualising, ideas or concepts presented to them in the form of scripts, storyboards, or scenes. Students should also be able to place visual effects work in historical and aesthetic context.

After successful completion of Level 5 of the programme, a student should be able to demonstrate knowledge and critical understanding of well-established principles and skills for visual effects production. This knowledge should be then extended into practical implementation in the form of production-led projects, and or personal artistic briefs. Students will be expected to understand the importance of practical limitations, in terms of time and the resources required, to successfully complete a given project. They should also be able to demonstrate ability to choose the appropriate tools for specific aesthetic outcomes and research in visual effects.

After successful completion of Level 6 of the programme, students are expected to demonstrate practice based research skill. The Final Major Project & Dissertation unit will act as a platform for cross disciplinary productions and encourage collaboration across programmes.

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
A1 the asset creation process; **A2** the asset integration process; **A3** historical film and effects making techniques; **A4** the complexities of film language.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (A1 – A4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework and written work (A1 – A4).
B: Intellectual skills This programme/level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:
B1 acquire the problem solving skills and expertise necessary in order to communicate complex ideas; **B2** document and critically assess their own work; **B3** demonstrate professional presentation skills; **B4** select and articulate appropriate problem solving skills.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (B1 - B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (B1, B3, B4); • Dissertation (B2).
C: Practical skills This programme/level provides opportunities for students to develop practical skills:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
C1 to work to specific shot requirements, limitations, and aesthetic considerations; **C2** to produce professional quality photo-real asset integration work; **C3** to produce professional quality photo-real CG assets; **C4** in the creation of general materials based on real life references.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (C1 – C4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (C1 – C4).

D: Transferable skills This programme/level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:
D1 work effectively as a member of a team; **D2** plan and execute visual productions to a given time-scale; **D3** effectively communicate artistic and aesthetic intent; **D4** work effectively in the planning and production of critical written reports.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures (D1 - D4); • Seminars (D1- D4); • Directed reading (D1- D4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (D1 – D4); • Essays and dissertation (D1- D4).

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
A1 the asset creation process with regards to hard surface assets of a medium level of detail and complexity; **A2** the fundamentals of efficient and accurate rotoscoping and seamless prep and integration work; **A3** the modelling process with regards to hard surface and character based assets; **A4** the technical effects creation process.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (A1- A4). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (A1 – A4).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 critically evaluate their work and that of others; **B2** demonstrate presentation skills; **B3** develop problem solving skills within the visual effects production pipeline.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (B1 - B3). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Written reports (B1); • Presentations (B2); • Coursework (B3).
C: Practical skills This level provides opportunities for students to develop practical skills:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
C1 in the creation of general materials based on real life references; **C2** in the area of photo-realistic 2D image manipulation; **C3** in hand painting and projection texturing process; **C4** in the production of high quality photo-real CG assets.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (C1 - C4). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (C1-C4).

D: Transferable skills	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
This level provides opportunities for students to:	
D1 work as part of a team; **D2** work to specific project requirements and limitations; **D3** demonstrate project management skills.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (D1- D3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (D1 - D3).

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	
A1 the asset creation process with regards to hard surface assets and render pass composition; **A2** historical film and effects making techniques; **A3** large data file management and backup, production pipeline and workflow, digital image file formats and versioning; **A4** the fundamentals of film language; **A5** visual effects and 3D computer animation within the context of a production pipeline.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (A1- A5). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (A1 – A5).
B: Intellectual skills	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
This level provides opportunities for students to:	
B1 work to specific shot requirements; **B2** compare and contrast the efficacy of the end aesthetic result of historical and modern film and effects making techniques; **B3** complete a visual effects and computer animation project to a deadline; **B4** convey ideas and emotions effectively using the tools, techniques and film devices taught.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Workshops and lectures (B1 – B4). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (B1 – B4).

C: Practical skills This programme/level provides opportunities for students to develop practical skills:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
C1	in the production of photo-real asset integration work;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
C2	in generating a post-vis video sequence based on a set brief;	• Workshops and lectures (C1 – C4).
C3	in the practical use and understanding of visual effects and 3D computer animation within the context of a production pipeline;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
C4	in the use of green screen, camera and lighting to successfully execute a visual effects shot.	• Coursework essays (C1 – C4).
D: Transferable skills This level provides opportunities for students to:		The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level/stage learning outcomes:
D1	work to deadlines;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):
D2	demonstrate good knowledge and understanding of the principles of image composition;	• Workshops and lectures (D1- D3).
D3	respond quickly and satisfactorily to project changes.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • Coursework (D1 – D3).

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: BA (Hons) Visual Effects | Bournemouth University

PROGRESSION ROUTES

Not applicable.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations: https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

This programme incorporates a one-year (30 week) optional sandwich placement, and the alternative option of an 8 week (40 day) 'short placement'. Those students who successfully complete the 30 week sandwich placement will be eligible for the award of full-time sandwich degree. Placements are not credit bearing and are not required for the award of intermediate qualifications.

Programme Skills Matrix

Core units in bold. All other units are options available to this programme.

	Units	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
									Programme Intended Learning Outcomes								
L E V E L 6	**Final Major Project and Dissertation***	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Masterclass*	x	x			x			x	x	x	x	x		x	x	
	Asset Integration 3	x	x	x	x	x	x	x	x	x	x	x	x		x		
	Digital Fabrication*	x	x	x	x	x		x	x	x	x	x	x	x		x	x
	CG and Animation for Cultural Heritage*		x	x	x				x	x	x	x	x	x		x	x
	Digital Matte Painting*			x	x	x		x	x	x		x	x		x		
L E V E L 5	**Image Processing for Visual Effects Production**		x						x		x		x		x		
	Modelling and Texturing	x				x		x	x			x	x		x		
	Group Project*		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Asset Integration 2	x	x			x	x		x	x	x	x	x		x		
	Rigging and Animation for Visual Effects	x				x			x			x			x		
	Technical Effects*		x			x			x		x	x	x		x		
	Personal Inquiry*	x	x	x	x	x		x		x	x	x	x		x	x	
	Real Time Graphics Systems*	x			x	x		x					x		x	x	
	Lighting and Rendering*		x			x			x	x			x		x		
	Character Rigging	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Scripting for DCC	x	x				x	x					x		x	x	x
L E V E L 4	**Introduction to Production Tools***	x	x			x			x	x	x	x	x		x		
	Visual Storytelling and Pre-visualisation			x	x		x		x	x				x	x		x
	History of VFX			x	x		x	x									x
	Asset Integration 1	x	x			x		x	x	x	x	x	x	x	x		
	Post-visualisation and Shot Development			x	x	x	x				x				x	x	x
	Visual Effects Photography and Acquisition				x				x	x	x				x		

A – Subject knowledge and understanding
This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:

A1 the asset creation process;

A2 the asset integration process;

A3 historical film and effects making techniques;

A4 the complexities of film language.

C – Practical Skills
This programme provides opportunities to develop practical skills:

C1 to work to specific shot requirements, limitations, and aesthetic considerations;

C2 to produce professional quality photo-real asset integration work;

C3 to produce professional quality photo-real CG assets;

C4 in the creation of general materials based on real life references.

B – Intellectual Skills
This programme provides opportunities for students to:

B1 acquire the problem solving skills and expertise necessary in order to communicate complex ideas;

B2 document and critically assess their own work;

B3 demonstrate professional presentation skills;

B4 select and articulate appropriate problem solving skills.

D – Transferable Skills
This programme provides opportunities for students to:

D1 work effectively as a member of a team;

D2 plan and execute visual productions to a given time-scale;

D3 effectively communicate artistic and aesthetic intent;

D4 work effectively in the planning and production of critical written reports.