

Faculty of Computing Engineering and Technology

AWARD HANDBOOK 2009-10

BSc (Hons) Digital Film and 3D Animation Technology* **BSc (Hons) Games Concept Design**

* denotes IET Accredited Awards with IEng status

Single Honours Awards University Undergraduate Modular Framework

This handbook is intended to provide students with basic information on the programme content, aims and objectives, teaching and assessment, support and other issues. It indicates what is expected of you, and will help you to make the most of your time on the Programme.

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Date of Issue: 9/9/9

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1. Welcome to the Faculty

Welcome to the Faculty of Computing, Engineering and Technology at Staffordshire University. You are now a student in one of the largest such faculties in UK universities, and we are delighted that you are one of our students. The faculty is host to technology programmes that are amongst the leaders in the UK and to an engineering scheme founded on large engineering employer needs. Your course of study will therefore be up to date and appropriate, will be serviced by well qualified staff, and will also be geared to preparing you for life and employment after university. Staffordshire University aims to 'create the difference' by helping all of its students to achieve what they want to in life.

As one of our students we expect you to work hard, to set high standards for yourself. To help you to succeed you will have access to excellent staff and facilities, and also to a range of student support services to help deal with your particular needs. Of course, in addition the academic, administration and technical staff that you come across as part of your studies will also be delighted to advise and support you. Your part is to take your study seriously, to set appropriate time aside for your study, and to make full use of lectures and other scheduled class contact. It is important to us that you are successful and that you go on to be a good ambassador for the university.

You are now part of the Faculty 'family', and we look forward to working with you to help you to 'create the difference'!

Very best wishes,

Professor Michael J Goodwin
Dean
Faculty of Computing, Engineering and Technology

Welcome from award leader

Welcome to all Digital Film and 3D and Games Concept Design students. The FX group is a collection of awards that existing in the Entertainment Technology area in the Faculty of Computing, Engineering and Technology. The FX awards specialise in the development of highly visual, creative and technical skills suitable for employment in the film, TV and games industries. FX includes the awards of BSc (Hons) Digital Film and 3D Technology, CGI and Digital Effects (starting 2010) and Games Concept Design.

Digital Film and 3D award is an exciting award aimed at students who have a passion for the digital animation and the amalgamation of the film and TV production skill set. Graduates from this award now work in many amazing world class companies like Envy Post and Framestore.

The Games Concept Design award welcomes students who aim to become technical concept designers for the games and film industries.

The film and games industries demand multi-disciplined and multi-skilled students using cutting edge technologies; therefore it's a great you have succeeded in gaining a place on our first class awards.

My team and I wish you all the best in your degrees and our doors are always open. Feel free to get in touch, we are here to help.

Tim Dunning MSc
FX Group Head
Faculty of Computing, Engineering and Technology

2. Useful Contacts and Resources

If you are in need of help for any matter there are many people who are available to help. If you are struggling with a module please contact the module leader by visiting their office or via the telephone or email as soon as you need help. Don't wait until the problem gets out of control. Even if you think it's a trivial matter ask for help, that's what we are here for. For award problems please contact the level leaders or the award leaders. We operate an open door policy so please feel free to come and find us in our offices to ask for help.

Academic Contacts

FX Group Head – Tim Dunning C206, 01785 35 3433
Email: t.s.dunning@staffs.ac.uk
Principal Lecturer

For any enquiries please contact the staff below. If you would like to ring please add 0178535 before the extension numbers listed.

Digital Film and 3D Animation Technology Award Leader
Dan McCarthy / 3D Specialist
d.j.McCarthy@staffs.ac.uk
Room C160 Tel Ext 3716

Games Concept Design Award Leader
Craig Fisher / 3D Specialist
c.fisher@staffs.ac.uk
Room C214 Ext 3352

Paul Lucking / 3D Artist and Multimedia Specialist
p.a.lucking@staffs.ac.uk
Room C214 Ext 3352

Charles Walker / Artist and Audio Engineer
c.e.walker@staffs.ac.uk
Room C204 Ext 3281

Dr Clive Chandler / Multimedia and Games Useability Specialist
c.chandler@staffs.ac.uk
Room K332 Ext 3508

Anne Ramsden / Post Production Specialist
Anne.ramsden@staffs.ac.uk
Room C215 Ext 3588

Mel Lee / Post Production Specialist
m.j.lee@staffs.ac.uk
Room D110 Ext 3589

Robin Oldham / Recruitment Manager
r.a.oldham@staffs.ac.uk
Room C120 Ext 3367

A full list of staff contacts can be found at <http://www.staffs.ac.uk/fcet>

Administrative Contacts

From time to time you will have many questions regarding the administration side to your degree. If you want to enquire about your enrolment, change electives choices, change award or ask anything please contact Sally Brown, Award Administrator for all of the Film Technology Awards.

Award Administrator – Julie Thomas j.a.thomas@staffs.ac.uk Room K243 01785 353432

Student Advisor - Janice Kalisz Room K232, 01785 353345
j.c.kalisz@staffs.ac.uk

Key Film Technology Technical Staff

Avid Lab Technician / Studio
Tom Mellor

Room F5, Tel: 01785 353611
Email t.mellor@staffs.ac.uk

Final Cut Technician / Studio
Marie Pedley

Room F11, Tel: 01785 353267
m.pedley@staffs.ac.uk

For Equipment bookings

Email resources@staffs.ac.uk

Roy Thompson

Room F2, Tel 01785 353801
r.thompson@staffs.ac.uk

Emily McDonald

Room F2, Tel 01785 353801
e.mcdonald@staffs.ac.uk

Shane Oldham

Room F2, Tel 01785 353232
s.oldham@staffs.ac.uk

Details of technical staff can be found at
<http://www.staffs.ac.uk/fcet>

Useful Internet Resources

The Faculty website can be found at: <http://www.staffs.ac.uk/fcet> . Here you will find details of timetables, contacts and news regarding the Faculty.

The Faculty aims to use Blackboard as an online learning environment, and information on modules on which you are enrolled can be accessed from this. Note: you can only get access to those modules that you are studying – if you cannot gain access to material, it may be that you are not correctly enrolled on the module – make sure you let your module tutor know.

Blackboard can be found at: <http://blackboard.staffs.ac.uk>

The library can be accessed from: <http://www.staffs.ac.uk/uniservices/infoservices/library/>

Glossary of Useful Terms

Module	A unit of study with a defined learning outcomes, curriculum and assessment. The module definition is found in the module specification for the module. Each module has a number of Credits, associated with it. A single module is worth 15 Credits and notionally requires 150 hours of learning activity to complete. This learning activity being divided between time for class contact hours with staff, independent study and assessment. The number of allocated learning hours rises in proportion to the number of Credits attributed to a module at the rate of 10 hour per credit. All modules are multiples of the basic unit of 15 Credits. So for example, a double module will be worth 30 Credits and will have a learning time of 300 hours.
Core module	This is a module that you must take and pass to qualify for a given award title or range of titles.
Award Option	This is a module chosen from a list of Award Option modules. Award Option modules are studied in conjunction with the core modules and form the prescribed set of modules for a particular named award
General Option	This is a module which you can choose from a set of modules which have been designed to complement your Award. This is to allow you to broaden your knowledge and skills base if you wish by taking some supplementary studies in addition to your main subject area.
Co-requisites	Co-requisites are those modules that you must take as a package. All the Level C core modules can be considered to be co-requisites. We have defined co-requisites to make sure that there is sufficient shape and coherence in your programme of study to make it a rewarding and interesting experience. A co-requisite is therefore a module which must be studied in addition to and normally at the same time as a particular module.
Pre-requisites	A pre-requisite is defined as a specific requirement that you must meet before you can take a module. In a similar way as entry to an Award was dependent on your achieving A-Level or BTEC passes for example, or having other prior knowledge, for some modules you will have to be 'qualified' to take them. This will normally mean studying for a module at an earlier level in the Award. Pre-requisites are specified to make sure that you have the knowledge and skills you will need to be successful in your chosen modules. Please refer to the Undergraduate Modular Framework Regulations for a more detailed description of this term in particular the distinction between the terms 'pre-requisites' and 'Special Admissions Requirements'.
Disqualified Combinations	Although rare, disqualified combinations are those modules which you cannot study together. This is normally because the content of the modules overlaps in some way, such that by taking both you would not cover the equivalent of two-modules learning.
Grade (Point)	On completion of the assessment of a module, you will be assigned a grade for that module in the range 0 to 15. In considering your performance at the end of a Level, grades will be averaged to produce grade point average for the Level (weighted by the size of the module). Grade points run from 0 to 15, 0-3 being fail grades.
Level	This indicates the academic level at which study is to be undertaken

	<p>– Certificate level (module level 1), Intermediate level (module level 2) and Honours level (module level 3). Normally it corresponds to one year of study for full-time students. However, students may take modules from different levels at the same time, provided that they meet the requirements for their award.</p>
Teaching block	<p>A period of study into which the year is divided, that may include induction, learning, assessment and academic counseling. There are currently two teaching blocks in each academic year.</p>

4. Aims of the Award

BSc (Hons) Digital Film and 3D Animation Technology

We aim to produce graduates who will be skilled in the specific area of technical expertise in animation, from 3D modelling of scene creation, lighting and materials to key frame animation, constraints and controllers.

To achieve this aim we have a number of objectives to fulfil:

- To develop the students' skills in 3D modelling, animation and digitally generated special effects
- To develop the students' skills in digital film/video production, both technical and creative.
- To develop the students' skills in 3D technical integration with digital film using virtual set design and 3D camera matching.

BSc (Hons) Games Concept Design

The Aim of Games Concepts Design award is to produce graduates with a range of industry based skills coupled with knowledge found within traditional engineering and games engine design disciplines. These two elements will bring about informed decision making and creativity which is much sort after core skills of any Game Concept Designer.

In order to achieve these aims a number of objectives will be fulfilled:

- Give a grounding in the core skills of a game concept designer marrying traditional skills with defined and emerging skill sets required by the games industry
- Develop creative skills through fundamental understanding of aeronautical, architectural, automotive, and anatomical engineering principals.
- Develop theoretical and applied knowledge of games engine design through development and modification of existing games engines.
- Develop 3D skills sets for multiple platforms to allowing seamless transition of creative concepts into working game engine artefacts.
- Develop scripting/programming skills to allow for streamlining/automation of creative workflow within 3D applications along with development of effects and portability of game resources.

5. Level Learning Outcome Statements: BSc Hons Digital Film and 3D Animation Technology

Common Learning Outcome Statements	Discipline Based Level Learning Outcome: <i>Certificate Level</i>	Discipline Based Level Learning Outcome: <i>Intermediate Level</i>	Non-Honours Degree*	Discipline Based Level Learning Outcome: <i>Honours Level</i>
Knowledge and Understanding	Demonstrate knowledge and understanding of the underlying concepts and principles associated with digital image technology 3D Modelling and scriptwriting	Show knowledge and understanding of established concepts with a view to development of these concepts within the areas of digital film and 3D Animation.	Demonstrate a systematic understanding of key aspects of advanced 3D Modelling and Animation, including acquisition of coherent detailed knowledge equipment usage, capabilities and techniques	Demonstrate a systematic understanding of key aspects of advanced 3D Modelling and Animation, including acquisition of coherent detailed knowledge equipment usage, capabilities and techniques
Learning	Develop lines of argument and make sound judgements in accordance with basic theories and concepts of the field digital image technology 3D Modelling and scriptwriting	Show critical interpretation of the current level of knowledge and understanding	Demonstrate an understanding of the context of knowledge acquired	Demonstrate an understanding of the context of knowledge acquired
Enquiry	Show the ability to evaluate and interpret data within technology	Demonstrate knowledge of the main methods of enquiry in digital film and 3D Animation.	Show a professional approach to research	Show a professional approach to research
Analysis	Evaluate and interpret concepts and principles of technology	Research into prior solutions for the development of new ideas	Research into prior solutions for the development of new ideas	Show the ability to analyse a problem through critical thinking and constructive argument backed by data or research.
Problem Solving	Evaluate the appropriateness of different approaches to solving problems related to Digital Image technology 3D Modelling and scriptwriting	Identify and solve problems appropriate to the task, be they creative or technical	Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution	Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution
Application	Undertake the fundamentals of technology principles in an applied form	Apply prior knowledge and understanding in a practical and flexible manner	Apply critical reasoning and argument to show the ability to apply concepts in different contexts	Apply critical reasoning and argument to show the ability to apply concepts in different contexts
Reflection	Show the ability to be able to reflect upon approaches used in problem solving	Show the ability to be critical of the approaches used in problem solving	Demonstrate the ability to reflect on the effectiveness of specific technological solutions	Demonstrate the ability to reflect on the effectiveness of specific technological solutions
Communication	Communicate coherent arguments to support work undertaken in the field of Digital Image technology 3D Modelling and scriptwriting	Develop interpersonal skills and decide upon the appropriate style of communication	Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences	Communicate interpersonally either in the form of written or oral expression in a professional manner to a variety of audiences

Level Learning Outcome Statements: BSc Hons Games Concept Design

Common Learning Outcome Statements	Discipline Based Level Learning Outcome: Certificate Level	Discipline Based Level Learning Outcome: Intermediate Level	Non-Honours Degree*	Discipline Based Level Learning Outcome: Honours Level
Knowledge and Understanding	Demonstrate knowledge and understanding of the underlying principals of required to produce game concept design based on anatomical, engineering and technical design principals.	Demonstrate knowledge and understanding of establishment of innovative game concepts with a view to development of these functional concepts within a game engine environment	Demonstrate a systematic understanding of key approaches to game concept creation. Proven coherent and detailed knowledge of equipment usage, capabilities and techniques.	Demonstrate a systematic understanding of key aspects of advanced game concept design that considers the full ramifications of innovative concept design on the entire game production pipeline.
Learning	Develop lines of argument and make judgement based on anatomical, engineering and technical design theories and practices, workflow and production pipeline.	Show critical interpretation of the current level of knowledge and understanding	Demonstrate an understanding of the context of knowledge acquired	Demonstrate an understanding of the context of knowledge acquired
Enquiry	Show the ability to evaluate and interpret design theories and practices in order to create innovative concepts.	Demonstrate the ability to balance informed problem solving against the requirement for creative solutions.	Show a professional approach to research	Show a professional approach to research
Analysis	Analyse and interpret the scope of technical and design parameters.	Research rationalise the way others have found solutions to concept design issues in order to have a clear understanding of what is required for the development of new ideas and solutions.	Research rationalise the way others have found solutions to concept design issues in order to have a clear understanding of what is required for the development of new ideas and solutions.	Show the ability to analyse a problem through critical thinking and constructive argument backed by data and research.
Problem Solving	Evaluate the appropriateness of different approaches to solving a game concept brief as a function of design parameters or work flow constraints.	Identify and solve problems appropriate to the task, be they creative or technical	Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution	Develop the skills necessary to understand and analyse a problem in order to create a complete technological solution
Application	Demonstrate the ability to translate and manipulate traditional game concepts into 2D and 3D applications.	Apply creative and informed decision making in a practical and yet flexible choices that are driven concept goals.	Apply critical reasoning and argument to show the ability to apply concepts in different contexts	Apply critical reasoning and argument to show the ability to apply concepts in different contexts
Reflection	Demonstrate the ability to reflect on your creative process and final concept. Against that of recognised industry professionals.	Show the ability to be critical of the approaches used in problem solving and know when to use one method over another.	Demonstrate the ability to reflect on the effectiveness of specific technological solutions	Demonstrate the ability to reflect on the effectiveness of specific technological solutions
Communication	Communicate coherent arguments to support work undertaken in the field Game concept design	Develop interpersonal skills and demonstrate an appropriate style of communication	Communicate interpersonally either in the form of written and oral expression in a professional manner to a variety of audiences	Communicate interpersonally either in the form of written and oral expression in a professional manner to a variety of audiences

6. Award Structure and Content for Film Production Technology

- C** CORE module - must be taken
ü General Option – module choice from GOG list provided or at Level 1 module choice from Elective List
LD Long Double module – one module spanning 2 Teaching Blocks (30 CATS)

To find out more information about each module please click the module code highlighted in blue.

BSc (Hons) Digital Film and 3D Animation Technology

Level One

Teaching Block 1			
Mod No	Title		CATS
CE00013-1	Film Technology	C	15
CE01029-1	Introduction to 3D Modelling for Games 1A	C	15
CE00012-1	Digital Image Production	C	15
	Elective	ü	15

Teaching Block 2			
Mod No	Title		CATS
CE00013-1	Film Technology	C	15
CE01030-1	Introduction to 3D Modelling for Games 1B	C	15
CE00662-1	Vector Graphic Technology	C	15
	Elective	ü	15

Level Two

Teaching Block 3			
Mod No	Title		CATS
CE00020-2	Visual Media Apps	C	15
CE00074-2	3D Modelling for Film	C	15
CE00760-2	Video Editing Technology	C	15
CE00755-2	Cinematography Technology	C	15

Teaching Block 4			
Mod No	Title		CATS
CE74016-2	Rendering for Design Presentations	C	15
CE00078-2	3D Graphics Tech for Film	C	15
	Elective	ü	15
	Elective	ü	15

Level Three

Teaching Block 5			
Mod No	Title		CATS
CE00651-3	Entertainment Research Dissertation	C	30(LD)
CE00655-3	Lighting Techniques	C	(LD)
CE00661-3	Matchmoving for Film and Video	C	(LD)
	Elective	ü	15

Teaching Block 6			
Mod No	Title		CATS
CE00651-3	Entertainment Research Dissertation	C	(LD)
CE00652-3	Entertainment Portfolio	C	(LD)
CE00657-3	Compositing for Film and Video	C	15
	Elective	ü	15

BSc (Hons) Games Concept Design

Level One

Teaching Block 1			
Mod No	Title		CATS
CE01080-1	Concept Design 1A: Games Character Concepts	C	15
CE01029-1	Introduction to 3D Modelling for Games 1A	C	15
CE01031-1	Games Engines and Physics 1A	C	15
CE00735-1	Vehicle Concepts Design	C	15

Teaching Block 2			
Mod No	Title		CATS
CE01081-1	Concept Design 1: Games Character Concepts	C	15
CE01030-1	Introduction to 3D Modelling for Games 1B	C	15
CE01032-1	Games Engines and Physics 1B	C	15
	Elective	ü	15

Level Two

Teaching Block 3			
Mod No	Title		CATS
CE00745-2	Concept Design 2: Digital Matt Painting for Games Environments	C	30(LD)
CE00547-2	3D Facial Modelling (15)	C	15
CE00015-2	Computer Games Design 2A: High Concept and Preproduction (15)	C	15
	Elective	ü	15

Teaching Block 4			
Mod No	Title		CATS
CE00745-2	Concept Design 2: Digital Matt Painting for Games Environments	C	(LD)
CE00546-2	3D Body Modelling	C	15
CE00746-2	Aviation Concepts Design	C	15
CE00744-2	Architecture Concept Design	C	15

Level Three

Teaching Block 5			
Mod No	Title		CATS
CE00651-3	Entertainment Research Dissertation	C	30(LD)
CE00747-3	Games Business and Legal Issues	C	15
CE00008-3	Advanced 3D Character Modelling & Animation	C	30(LD)
	Elective	ü	15

Teaching Block 6			
Mod No	Title		CATS
CE00651-3	Entertainment Research Dissertation	C	(LD)
CE00652-3	Entertainment Portfolio	C	15
CE00769-3	Games Marketing	C	15
CE00008-3	Advanced 3D Character Modelling & Animation	C	(LD)

7. Teaching Learning and Assessment

We aim to teach the most relevant techniques using the most to date technology used by industry. The range of learning and teaching methods used is broad and diverse. They include lectures, tutorials, group work, problem based and laboratory sessions with support from our online virtual environment, Blackboard. You should also expect to spend around 12 hours in the classroom per week or about 3 per module on average. However, much of the responsibility for study will be the students' own and you will be encouraged to form study groups, work together and share expertise. Teaching will be available at various times with the timetabled hours of specific sessions.

The most widely used technique is to teach a one hour lecture and follow it up by a two hour tutorial. Lectures are traditionally passive but essential at times to convey a clear message on mass. The tutorials/seminars are written or sourced by the teaching staff and can be anything from software training to problems being set for the session. These tutorials provide an essential opportunity to engage in discussions to develop creative, reflective and analytical skills through the activities. They are also great opportunities to gain feedback from the lecturers and your fellow students. You will also experience a wide and exciting range of assessment types which change from module to module. These could be presentations, demonstrations, written reports, practical work, oral tests, online tests, log books, exams, class tests, group work and peer assessments.

The course is about the technology but it is not anything to be worried about or scared of because it has been designed to be relevant to the topic and easier to understand and appreciate. Maths and science is embedded into the core modules at all levels of the degree to ensure you receive a broad, in-depth but relevant technological education. Maths is not taught explicitly but delivered in small amounts in levels 1, 2 and 3. To make difficult subjects easier to study we have created video tutorials to help. These tutorials can be studied at your pace during the lesson and then viewed again in your self managed time. You can start and stop as much as you like to help you learn more easily.

Each taught course provides advanced tuition in a specialised aspect of the subject. Certain courses are based mainly on lecture/seminars, while others emphasise short creative production projects which develop, exemplify and integrate practical skills in the use of digital media. Each course has a Module leader, who is the first recourse for questions about the content, assessment and other specifically course-related issues.

Commonly, project work will be team-based. Projects are required to display evidence of original thinking, independent achievement within a framework of team-working, and creative ability. Collaborative team-based projects will be structured so that the individual contribution of each student in the group can be identified and assessed. The Final Project in particular will, of course, be mostly self-directed work (again perhaps as a team), with periodic supervision meetings.

Although this is a "taught programme", our emphasis in these courses is more on facilitating learning than on teaching. We aim to provide an environment in which learning can be maximised, and the teaching staff are just one resource among many that students can exploit.

Work Experience and Placement Opportunities

We encourage you all to take work placements during the summers but especially after level 2 when around 30% of students choose to take a year out from study and go and work in the industry. The staff on your award have many contacts to help you get that essential foot in the door, in what is one of the most competitive industries in the world. During this year you become a placement student and you remain under the universities close eye. We come and visit you in the work place to support you when you require it but to also ensure that it's appropriate to your studies and it meets the university standards. For more information please contact the award leader.

8. Personal Development Planning and Personal Tutoring

All students will be allocated a personal tutor upon arrival at university in welcome week. This person can offer advice on all matters to solve any problems you might encounter. Whether its financial concerns or course matters they are there to help and point you in the right direction. You are asked to attend two personal tutor meetings per year but you can contact your tutor as much as you need throughout your time as a student.

Personal Development Planning (PDP) is embedded in the course at all levels. You will be introduced to our PDP software Pebblepad in level 1 and ask to make regular small updates to this to reflect and monitor your progress throughout the entire degree. This allows you to record all of your learning experiences which are essential when you come to apply for a job and try to remember all of the great things you have learnt.

9. Accreditation of Prior Learning

The Accreditation of Prior Learning is the term used when a student uses his or her previous experiences to gain admission to a programme of study; admission to a module; admission at an intermediate stage in a programme (advanced standing); or to gain exemption from part of a programme of study. These previous experiences may be work-based learning, general learning experiences (experiential) or certificated qualifications.

You should normally apply for exemptions or admission with advanced standing through the AP(E)L scheme when you apply for a place on the award, or immediately upon registration for your modules. You will not be allowed to apply for AP(E)L in a module once you have submitted any assessment for that module. If you apply for exemptions or admission with advanced standing through the AP(E)L scheme you may be required to undergo some assessment to determine the relevance of your experiences/qualifications.

The APL and AP(E)L forms can be obtained from the Faculty of Computing Engineering and Technology Office. The APL and AP(E)L Board meets in early October. It is chaired by one of the Faculty's Programme Area Managers and its purpose is to consider all the APL and AP(E)L applications received from students and uphold or reject these applications dependant on the evidence provided.

10. Award Specific Regulations

You are required to gain at least 30% in each component of assessment, and get an aggregate mark of over 40%/50% (delete as appropriate) in order to pass a module.

The CE00651-3 Entertainment Research Project dissertation (30) and CE00652-3 Entertainment Portfolio module (15) are two modules which contribute to gaining honours classification. Without passing these modules a student cannot gain a BSc (Hons) qualification. The dissertation is a 30 credit module studied at level H throughout the year. The portfolio module is worth 15 credits studied in semester 6 of level H. These modules cannot be compensated under the standard university regulations. Both modules must be passed with the minimum of a grade point 4.

If you were to leave after successfully completing 120 credits at Level C you would be eligible for a Certificate of Higher Education. This certificate indicates that you have gained a basic knowledge of the technology implicit in their chosen field.

If you were to leave after successfully completing 120 credits at Level I then you would be eligible for a Diploma of Higher Education. This diploma indicates you have attained a detailed knowledge of the technology involved in the award area and have a broad appreciation of how this technology can be applied.

On successful completion of 120 credits at Levels H you will be awarded Bachelor of Science with Honours. However, if you have completed all of levels C and I on your award and have 60 credits at level 3 you can be awarded a Bachelor of Science degree without honours.

You are required to gain at least 30% in each component of any assessment, and get an aggregate mark of over 40% in order to pass a module.

11. List of Module Descriptors and Leaders

To find out who runs a module navigate to the following webpage and enter the name of a module.

<http://www.staffs.ac.uk/current/student/modules/>

The module leaders name and their contact information are at the top of the module descriptor document.

12. The Studio, Equipment and Media Computer Facilities

To book the Television studios please contact Tom Mellor or Marie Pedley (see page 5 for details). For equipment bookings please contact the stores on 01785 353801 or resources@staffs.ac.uk.

The editing rooms E6, F5 and F11 are well provided with a large number of computers and other equipment, including advanced software including Avid, Final Cut, Maya, Audition, 3D Max, Combustion, Photoshop and After Effects to name a few. Further machines, all on the same network, are available in the K025, K008 and K027.

While strenuous efforts are made to maintain all the equipment in excellent order, students also need to appreciate that advanced computing machinery and complex leading-edge software are often by their nature unreliable, and our computing support staff are a finite resource. Systems will sometimes crash, usually at the most unfortunate moment. Any problems that arise should be notified to the technical staff in the lab *immediately*. It is important to follow good practice in saving and backing-up all work. Responsibility for any lost material rests ultimately with the student. Where possible, we seek also to accommodate students' use of their own laptops etc., including connection to AirNet, the universities wireless network available in all main student areas such as Dolce Vita and the Bar. Note that all such use, along with use of any University equipment, carries responsibilities in terms of sensible and legal use of software and networks. Infringement of the **University Regulations**, which are signed up to by all students at matriculation and which cover any

machine attached to the University network even for a short time, is a potentially very serious disciplinary and legal matter.