

Faculty of Arts and Creative Technologies

PROGRAMME HANDBOOK 2012-13

BSc (Hons) Digital Film and 3D Animation Technology* / G450

BSc (Hons) Games Concept Design / G613

BSc (Hons) CGI and Digital Effects / WP90

* 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.

Author: T.Dunning V3

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1. Welcome to the Faculty

You are joining a vibrant community of staff and students who are concerned with a wide variety of disciplines from those that involve mostly reading and writing to those that are largely practical. Whatever the specific nature of your chosen course of study with us, you will benefit from the lively mix of people, facilities and resources that make up the Faculty.

You will find details of the various support structures that we have put in place to help you during your time with us in this handbook, as well as information about your course. While the first few weeks at university can seem bewildering, try not to be put off by this and remember that we are all here to help!

We can only support you effectively if we are aware of any problems you are encountering, so please, if you are struggling with any aspect of settling in to university life, talk to one of us about it. You can approach your personal tutor, your award leader, staff in the reception team of the Faculty office, or a student mentor. We all know how difficult the first term can be and we are committed to making yours as comfortable as possible. No request for help or advice will go unheeded, and if we can't solve a particular problem ourselves, we will refer you to someone who can.

Your success is the measure of ours, so we have a very real interest in making sure that you make the best of your time here. Apart from qualifications, we want to help you to acquire the skills, knowledge and confidence that will carry you through to a rewarding and fulfilling professional life. Meet us halfway, by engaging wholeheartedly with your course and with the people (both staff and students) around you, and together we will develop your strengths and allow you to fully realise your unique, individual potential.

Very best wishes,

Astrid Herhoffer

Dean

Faculty of **Arts and Creative Technology**

Welcome from the Award Leader

Welcome to all FX students. The FX group is a collection of awards that exist 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 and Games Concept Design.

The film and games industries demand multi-disciplined and multi-skilled students using cutting edge technologies; therefore it's great you have succeeded in gaining a place on our first class awards. Graduates from these awards now work in many world class companies like Envy Post, LipSync Post and Framestore and we hope you achieve the equivalent.

Digital Film and 3D Animation Technology and CGI and Digital Effects are exciting awards aimed at students who have a passion for the digital effects and the amalgamation of the film and TV production skill set, merging into the world of visual effects (VFX). Digital Film as the name suggests is a balance between filmmaking and 3D animation. The CGI and Digital Effects is an exciting but very challenging visual effects course. The Games Concept Design award welcomes students who aim to become technical concept designers for the games and film industries.

My team and I wish you all the best in your degrees and our doors are always open.

Tim Dunning

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

Tim Dunning C243, 01785 35 3823
Email: t.s.dunning@staffs.ac.uk
Principal Lecturer and FX and Film Technology Academic Group Leader

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 (Visual Effects Specialist)
d.j.McCarthy@staffs.ac.uk
Room C160 Tel Ext 3716

Games Concept Design Award Leader
Mel Lee / Animator and Post Production
m.j.lee@staffs.ac.uk
Room D101 Ext 3589

Anne Ramsden and CGI and Digital Effects Award Leader
Anne.ramsden@staffs.ac.uk
Room C215 Ext 3588

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

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

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 Options choices, change award or ask anything please contact the numbers below.

Award Administrators (Stafford Based)

Name	Email	Telephone	Room
Julie Thomas	j.a.thomas@staffs.ac.uk	01785 353432	K243 Octagon
Claire Booth	c.booth@staffs.ac.uk	01785 353637	K243 Octagon

Student Advisor

Name	Email	Telephone	Room
Janice Kalisz (Stafford)	j.c.kalisz@staffs.ac.uk	01785 353345	D001A Beacon
Rachel Thompson	r.thompson@staffs.ac.uk	01782 294715	L500a Flaxman

Technical Staff

Name	Email	Telephone	Room
Tom Mellor	t.mellor@staffs.ac.uk	01785 353611	F5 and TV Studio
Marie Pedley	m.pedley@staffs.ac.uk	01785 353611 or 353267	F5 and F11
Kate Gallow	k.gallow@staffs.ac.uk	01785 353611 or 353267	F5 and F11

Useful Internet Resources

The Faculty website can be found at: <http://www.staffs.ac.uk/amd>
Here you will find details of timetables, contacts and news regarding the Faculty.
A useful resource for new and current students is <http://www.staffs.ac.uk/amdessentials>

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 award administrator know.

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

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

Staffordshire University Digital Academy <http://www.staffs.ac.uk/digitalacademy>

3.4 The Faculty Office

Faculty Reception is on the 2nd Floor of the Octagon, Room K266 and first floor of Brindley building in Stoke (B161) and should be your first port of call if you have any queries or problems relating to the Faculty or if you are unsure of how to deal with other queries. The contact details of the University Services for students are listed in Section 3. The Faculty Office comprises a team of staff who are responsible for managing the wide range of activities and processes necessary to support students and academic colleagues within the Faculty. You'll get to know some of the staff quite well as it is here you'll hand in your module registration forms and assignments.

All enquiries should be made via the Reception desk in the first instance. The Receptionist will assess whether they are able to help you immediately or whether you need to talk to another member of the team. Hence they may call on colleagues who can advise on queries concerning:

All enquiries should be made via the Reception desk in the first instance. The Receptionist will assess whether they are able to help you immediately or whether you need to talk to another member of the team. Hence they may call on colleagues who can advise on queries concerning:

- Modules
- University regulations
- Your credit and progression status
- Referral opportunities
- Claims for extenuating circumstances you may have made in relation to assessment
- Information about your study here: award and module records, local and home address information, etc
- Any changes to your award or programme of study
- Registration events for level 5 / year 2 and level 6 / year 3 study

It is important that you get to know staff in the Faculty Office as they are responsible for keeping all the information on your period of study accurate and up-to-date.

In particular, make sure that you:-

- Check your e-mail account regularly for any information or queries sent to you by Faculty/School administrators or by academic staff. This means your university e-mail account – not your personal one!
- Always let the Faculty Office know of any changes in your contact details. This includes mobile numbers as well as home and term addresses and any landline telephone numbers. It really is important that we know how to get in touch with you.
- Always ensure that the Faculty Office is aware of any changes you make to your academic profile (modules/award) by completing the appropriate module amendment/award transfer forms.

Opening Times

Monday - Thursday	8.45 am – 4.30 pm
Friday only	8.45 am – 4.00 pm

Please feel free to call into the Faculty Office between these times. All queries, no matter how small or large, are welcome as they ensure that your records are always correct – and this does prevent delays or difficulties in confirming results at the end of each Academic Year. And if you have a problem which the Faculty/School Office can't help you with, it usually knows somebody who can.

3.5 The Faculty Management Team

The Dean of Faculty

Astrid Herhoffer

Location: Flaxman Building, Room L525

Telephone Number: 01782294803

E-mail: a.herhoffer@staffs.ac.uk

In this role, the Dean has responsibility for the strategic development, operation and management of the faculty. Should you need to speak with the Dean you should make an appointment with her Personal Assistant

Christine Clowes

Location: Flaxman Building, Room L525

Telephone Number: 01782294426

E-mail: c.clowes@staffs.ac.uk

Faculty Associate Deans

THE DEAN is supported in running the Faculty by **two** Associate Deans:

Helen Chapman

Location: Flaxman Building, Room L519

Telephone Number: 01782294645

E-mail: h.c.chapman@staffs.ac.uk

Catherine Fehily

Location: Flaxman Building, Room L511

Telephone Number: 01782294528

E-mail: c.fehily@staffs.ac.uk

4. What are the aims and outcomes of the award?

BSc (Hons) Digital Film and 3D Animation Technology

This award is a more general visual effects award with more choice as to the direction of study compared to the CGI and Digital Effects course.

We aim to produce graduates who will be skilled in the specific area of technical expertise in digital animation, 3D modelling, lighting, rendering, matchmoving and digital filmmaking.

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

- To develop the students' skills in 3D technologies.
- To develop the students' skills in digital film/video production, both technical and creative.
- To develop the students' skills in digital compositing
- To develop an in-depth understanding of the science and technology of the field of work.

BSc (Hons) Games Concept Design

The aim of Games Concept Design is to produce graduates with a range of industry based skills which centre around 2D and 3D characters and environments for games and the film industry.

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

- Develop the core skills of a game concept designer marrying traditional skills with defined and emerging skill sets required by the games industry.
- Develop creative and scientific skills through fundamental understanding of aeronautical and anatomical principals of vehicles, environments and humans.
- Develop practical skills in 2D and 3D modelling, character and environment design, pre-visualisation, analogue and digital artwork, matte painting and compositing.
- Develop an in-depth understanding of the artistic, science and technology of the field of work.

BSc (Hons) CGI and Digital Effects

The digital effects industry is now over 30 years old but changes constantly with the creation of new technologies. The costs of producing top quality effects have dropped significantly in the past 5 which an exceedingly high quality output.

The CGI & Digital Effects award aims to produce graduates with a unique set of skills both creative and technical as required by the visual effects industry.

This is a specialist visual effects course developed from advice from the UK's best visual effects houses and Skillset. This course will teach and develop the students skills to understand the visual effects pipeline from production to post with the integration of digital effects and live action footage to create photo realistic effects for use in Film and TV projects.

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

- Develop creative and technical students capable of solving problems pertinent to the field of visual effects
- Develop a student's practical skills in the diverse skillset required to become a visual effects artist. This includes digital filmmaking, photography, colour theory, compositing of live action and CGI, rotoscoping, matchmoving, 3D modelling, animation and scripting, lighting and rendering for CGI.
- To develop an in-depth understanding of the science and technology of the field of work.

5. How is the award structured?

Programme Title: CGI and Digital Effects

L E V E L 4	Teaching Block 1	CE70030-4 Digital Animation for VFX	CE70031-4 Digital Compositing 1	CE70033-4 Digital Photography for VFX	CE70034-4 Introduction to CGI
	Teaching Block 2				

(To progress to Level 5 at least 90 credits must be passed with at least 90 L4 award credits)

L E V E L 5	Teaching Block 1	CE70036-5 3D Modelling for VFX	CE70040-5 Lighting and Rendering for CG	CE70038-5 Digital Compositing 2	CE70039-5 Junior VFX Team Project
	Teaching Block 2				

(To progress to Level 6 at least 90 credits must be passed including 90 L5 award)

L E V E L 6	Teaching Block 1	CE70042-6 FX Research Project	CE70043-6 Senior Team VFX Project	CE70044-6 Scripting Concepts for VFX
	Teaching Block 2	CE70041-6 FX Portfolio Project		CE70023-6 Rigging for Games and VFX

Award Structure: Digital Film and 3D Animation Technology

L E V E L 4	Teaching Block 1	CE70030-4 Digital Animation for VFX	CE70031-4 Digital Compositing 1	CE70034-4 Introduction to CGI	Options
	Teaching Block 2				Options

(To progress to Level 4 at least 90 credits must be passed with at least 90 L4 credits)

L E V E L 5	Teaching Block 1	CE70038-5 Digital Compositing 2	CE70039-5 Junior VFX Team Project	Option	Option
	Teaching Block 2				

(To progress to Level 5 at least 90 credits must be passed with at least 90 L5 credits)

L E V E L 6	Teaching Block 1	CE70042-6 FX Research Project	CE70043-6 Senior Team VFX Project	CE70044-6 Scripting Concepts for VFX
	Teaching Block 2	CE70041-6 FX Portfolio Project		CE70023-6 Rigging for Games and VFX

Level 4 Options: Digital Photography for VFX, Film Production 1, Digital Matte Painting: Environment Design 1, Character Concept Design 1, Business and Production Management For Film and Television 1,

Level 5 Options: Lighting and Rendering for CG, Digital Matte Painting: Environment Design 2, Character Concept Design 2, 3D Modelling for VFX, Film Technology 2, Documentary Production

Award Structure: Games Concept Design

L E V E L 4	Teaching Block 1	CE70032-4 Digital Matte Painting 1: Environment Design	CE70029-4 Character Concept Design 1	CE70034-4 Introduction to CGI	Option
	Teaching Block 2				Option

(To progress to Level 5 at least 90 credits must be passed with at least 90 L4 award)

L E V E L 5	Teaching Block 1	CE70035-5 Digital Matte Painting 2: Environment Design	CE70037-5 Character Concept Design 2	CE70017-5 Junior Collaborative Game Development and Testing	Option
	Teaching Block 2				Option

(To progress to Level 6 at least 90 credits must be passed including 90 L5 award)

L E V E L 6	Teaching Block 1	CE70042-6 FX Research Project		CE70076-6 Senior Collaborative Game Development and Testing	CE70045-6 Advanced Games Concept Design
	Teaching Block 2	CE70041-6 FX Portfolio Project			

Level 4 Options: Digital Compositing 1, Narratology for Games, Intro to Games Design, Intro to Games Engines, Realism in Games, Intro to Animation and MoCap

Level 5 Options: Lighting and Rendering for CG, 3D Modelling for VFX, Games Shaders and Texturing, Character Animation and MoCap for Games.

6. How will I learn on this award?

Learning is your responsibility! We cannot teach you anything unless you are willing to spend time to engage, study and practice the material presented to you.

You will be guided by teaching and research conducted by the teaching staff into new and innovative methods of developing your education. Our industrial colleagues inform our awards and staff skills are constantly updated in both visual effects and games concept design through professional training from FXPHD, CG Talk and Gnomon Workshop.

Teaching staff are industry facing and some also work part time on projects throughout the year which help to contribute to the innovative exciting courses. Introductory technical instruction sessions are taught by our technical staff, which are integrated into the modules. This is in support of your academic studies where you will be trained on equipment, health and safety, risk assessment, software and hardware.

The range of teaching and learning (LT) methods used is broad and diverse. The methods include lectures, tutorials, video tutorials, group work, problem based tasks and laboratory sessions with our virtual learning environment (Blackboard), Pebblepad and the Digital Academy online forum.

You can expect 12 hours of teaching with an approximately 28 hours of additional work per week in year 1 and 2. Year 3 has 9 hours of student contact time with 31 hours of independent study as a student's ability and confidence to work independently are nurtured. A standard one hour lecture is conducted and then tutorials are run lasting between 1 and 3 hours.

Video tutorials are a common technique and are used in some modules to deliver practical content. They offer students the opportunity to study the tutorials again without the aid of the tutor being present and can be repeated.

Problem based learning is used in higher levels. A task is given during a tutorial and students are challenged to solve real world problems quickly, individually or in teams reflecting industry-working practices.

Compressed teaching methods are deployed during some modules. This is where the entire semester of tutor-student contact is conducted in the first six weeks of term.

Most of the programmes involve elements of teamwork and encourage students to work with their peers from higher levels to gain invaluable experience and tips on how to improve their work.

FX awards are challenging, creative and technological. Math's and science is embedded into some of the core modules at all levels of the degree but only when they are required and essential to understand the problem. Math's is not taught explicitly but delivered in small amounts in certain modules at all levels where appropriate to convey the subject, such as camera technology, compression formats and file types. An example is the teaching of matrices, photogrammetry and trigonometry. Maths is applied and has been designed to be relevant to the topic and so easier to understand and appreciate. Science and the technology is a key ingredient and understanding how things work is one of the main aims of the degrees.

PDP is used at all levels of the awards recording progress using Pebblepad to store important information such as CV's, work experience and any job searching completed.

The digital academy forum is used extensively throughout the awards for students to upload coursework and write reflectively. This allows both academic staff and fellow students to regularly peer review work to offer formative feedback.

Students are encouraged to participate with the professional world through study visits to film, TV, VFX (visual effects) houses, games, animation, film festivals and attend the visiting professorial lectures that take place each year.

The teaching staff maintain external industry contacts which provide feedback on current and new course developments. You, our students also provide feedback through the staff student liaison committee meetings and through our week 6 feedback week session.

A range of assessment techniques are used including presentations, demonstrations, written reports, practical work, oral tests, online tests, reflective log books, exams, class tests, portfolios, group work, peer assessments and online blogs and forums where students present their work. The method of assessment for each module has been carefully considered by the teaching teams to ensure the best possible outcome is achieved balanced with maintaining academic rigour.

The majority of assessments are course work based. We use some live briefs set by our industry colleagues. The award content is a mixture of theory and practice, using exams wouldn't offer any educational benefits to the students. Therefore, there are no exams on the core modules but there are some multiple choice tests on certain award specific options such as Digital Compositing 1.

A number of non-assessed formative multiple choice tests are conducted in some modules. The tests are made available on Blackboard VLE for a week at a time and are designed to engage the students in active learning and gain an instant mark to help them understand their level of development.

Problem based learning tasks are generally assessed the following week by peers and/or tutors which develop the student's practical, theoretical, critical and analytical skills. The work has to be presented online or in class with a description on the learning and development cycle. The problems presented are outcome based and how the students get to a solution is managed with the help of the academic as the facilitator.

The Staffordshire Graduate is implemented in 5 and 6 in modules called Team Junior Team VFX Project and Senior Team VFX Project respectively. The aim of these modules is to directly address the attributes of the Staffordshire Graduate. The modules develop a students confidence, team working ability, industry knowledge, entrepreneurial skills, enterprise, PDP, CV writing and force the students to engage proactively with the Industry. Students are taught skills of being prepared for industry, how to network, develop a business circle and enterprise, whilst building up their portfolio, showreels and CV's.

For feedback information and award regulations please see the award handbook.

Accreditation

Digital Film and 3D Animation Technology is accredited by the Institute of Engineering and Technology (IET).

The Institution of Engineering and Technology (IET) is Europe's biggest professional society for those working in Engineering and Technology related fields worldwide. After graduating on this award students will qualify for pre-entry in recognition of their expertise and hard work. It allows you to engage with the IET global engineering and technology community and access essential products and services such as academic papers and conferences.

The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The Staffordshire Graduate will:

Discipline Expertise:

- Have an understanding of the forefront of knowledge in their chosen field

Professionalism:

- Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial

Global Citizenship:

- Have an understanding of global issues and of their place in a globalised economy

Communication and Teamwork:

- Be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

Reflective and Critical Learner:

- Have the ability to carry out inquiry-based learning and critical analysis
- Be a problem solver and creator of opportunities

Lifelong Learning:

- Be technologically, digitally and information literate
- Be able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning and life-long success.

All students will have many opportunities to develop and achieve these attributes. These will include learning opportunities within their chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

Employability, Enterprise and Entrepreneurship

Being employable...

... involves the development of a set of skills, knowledge and personal attributes that makes graduates more likely to gain employment, have the capability of being effective in the workplace and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

Being Enterprising ...

...involves a set of skills and attitudes that can enable a culture of identifying opportunities, creativity, risk taking and innovation. It can involve many activities – for instance organising an event, planning an overseas trip or involvement in a social enterprise. Equally it can be about finding new solutions to old

problems in your workplace, conducting a piece of research in a resourceful way, starting a new society or being involved in a community project. Employers value enterprising people!

Being Entrepreneurial...

...very often involves using enterprise skills to create new businesses and bring them to market. There is considerable support for those wishing to do so while at University. However, being entrepreneurial is not just about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy in terms of mindsets, behaviours, skills and capabilities to come up with new ways of doing things well and the flexibility to change career direction.

8. How do I hand in assignments?

You will always be required to hand in written assignments relating to Faculty of Computing Engineering and Technology modules to the Faculty Office, either in the Octagon, Stafford, or Brindley, Stoke. Instructions for the submission of practical assignments will be included in the relevant module handbooks. When specifically stated in a module assessment work can be submitted via Blackboard or the digital academy.

It is your responsibility to ensure that you submit assignments on time and at the appropriate place.

The Faculty Office is open to take your assignments at the following times:

Monday to Thursday	8.45 am – 3.30 pm
Friday only	8.45 am – 3.30 pm

ASSIGNMENTS WILL ONLY BE ACCEPTED DURING THESE HOURS

Written assignments to be submitted to the Faculty Office should have stapled to them an assignment receipt form, available from the Office.

Please ensure that you fill in all sections, particularly the module title and tutor's name before coming into the Office to have it stamped; space is at a premium and the Office is very busy on assignment submission days, so do plan to submit your work in plenty of time.

Note that some assignments are marked anonymously, and that you are asked to fold and stick down the right hand flap of the assignment receipt form to conceal your name before handing in your work to the Faculty Office. This is an important tool in helping to safeguard the integrity of the assessment process. Anonymous marking, however, is usually confined to conventional essay type assessments, as with other kinds of assessment (for example, an artefact or presentation report or dissertation) the tutor would normally be aware of the author's identity.

If you have a problem with dyslexia, make sure that you ask for one of the yellow labels (available from your Award Leader/Personal Tutor or if at the last minute the Faculty/School Office) to attach to your work to signal to the tutor that the assignment needs to be marked on content and understanding rather than on syntactical and grammatical competence.

The form you will complete is in duplicate. It is most important that you use a biro so that both copies are marked. Having completed it go into the Office where a member of staff will date stamp and sign both copies of the form and return one copy of it to you.

KEEP THIS SAFE! IT IS A RECEIPT, WHICH YOU CAN PRODUCE TO SHOW THAT YOU HAVE SUBMITTED YOUR ASSIGNMENT.

We would normally expect you to hand in your work in person, but recognise that this may not always be possible. If you are unable to hand in your written assignments in person, you can submit them via the post, using recorded delivery. This is very important because if your work does not arrive, we need to be able to find out what happened to it. All work which is submitted in this way will be dated according to the postmark.

YOU SHOULD ALSO NOTE THAT NO WORK WILL BE ACCEPTED WHICH HAS BEEN SENT BY FAX OR E-MAIL.

Finally, it hardly needs to be said that it is always, of course, good practice to keep a hard or (backed up) electronic copy of any assignment you submit. Should the assignment you submitted get lost then you will have the receipt to prove that you handed it in and a copy to replace what has been lost.

9 Feedback on Your Work

The FX and Film awards are also committed to provide all end of module feedback electronically either through Blackboard, direct to you via email or face to face on a one to one or group feedback.

Good feedback should:

1. Be an interactive process involving student-tutor and student-student dialogue;
2. Facilitate the development of self assessment and reflection;
3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task;
4. Be developmental, progressive and transferable to new learning contexts;
5. Be ongoing and embedded in the learning process;
6. Motivate, build esteem and confidence to support sustainable lifelong learning;
7. Support the development of learning groups and communities.

The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker assessment feedback to students. This guidance refers to summative (actual) rather than formative (practice) assessments. In relation to this, the following has been agreed:

Coursework and other assessments, excluding examinations

You will normally receive feedback on all your assessments, other than examinations, within 20 working days following the date of submission of your assessment or actual date of the assessment (in the case of class tests). For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module Handbooks.

In order to ensure that feedback is provided within 20 days, in most cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

Formal University examinations

Feedback for examinations will always be provided and should be available as soon as possible after the relevant examination. Where appropriate, feedback on examinations at the end of the last teaching block

in the final year should be provided in the form of generic, group feedback through the University VLE. At the latest, feedback should be provided at least four weeks before the next examination period.

The University hopes that you will also play your part by ensuring that you collect feedback from the relevant sources as soon as it is available.

Formal University examinations

Feedback for examinations will always be provided and should be available as soon as possible after the relevant examination. Where appropriate, feedback on examinations at the end of the last teaching block in the final year should be provided in the form of generic, group feedback through the University VLE. At the latest, feedback should be provided at least four weeks before the next examination period.

The University hopes that you will also play your part by ensuring that you collect feedback from the relevant sources as soon as it is available.

10. External Examiners

As with all universities in the UK, Staffordshire employs external examiners who are specialist in the area you are studying. The majority are drawn from other universities or colleges in the country, although some will also come from industry or other relevant professions. External examiners look at the assignments that are set for you and the work you produce. They are asked to confirm that the standards are appropriate for the level at which you are studying. They attend assessment and award boards and write an annual report for the University which is used as part of the process, (which includes student representatives) of monitoring the quality and standards of your award. You are entitled to see these reports and if you wish to do so you should contact your Faculty office.

External examiner(s) who are responsible for your award are:

Name:Melania Frodritto
Position: Lecturer in Digital Effects
Institution: Bournemouth University

NB:

It is not appropriate for you to make direct contact with external examiners, in particular regarding your individual performance in assessments. There are other mechanisms you can use if you are unhappy with your results or other aspects of your award, such as the appeal and complaints procedures.

External examiners have been informed that if they are contacted directly by students they should decline to comment and refer the student back to the University.

11. 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.

PDP processes should help you to write things down and develop a clear picture of where you want to go. Being able to **reflect** on what you are doing through your writing is a key skill central to the notion of PDP.

Reflection is a form of deep and focussed thinking and essential to critical thinking and self-assessment – both important features of university level study. Personal Development Planning (PDP) is embedded in the course at all levels. You will be introduced to our PDP software Pebblepad in level 4 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.

12. 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.

13. Award Regulations

Your award is regulated by the Undergraduate Modular Framework or the Regulations for Postgraduate awards.

These can be accessed at : <http://www.staffs.ac.uk/current/regulations/academic/index.php>

An important new regulation for 2010-11 relates to referrals and resits on assessments.

Module Failure - what happens if I fail a module?

If you have failed to satisfy the assessment criteria of the module, you will be awarded a **fail grade** (Grade Points 3, 2, 1 or 0). If you have failed to submit any assessment for the module, you will be given a **Grade Point N** (Fail due to non-submission) for the element(s) of that module and you will only be allowed a further attempt at that element(s) of the module at the discretion of the appropriate Board.

If I fail a module, can I resit it?

- (i) **If you made an attempt at your assessments at the first attempt:**
You will only be guaranteed an opportunity to attempt referrals **once IF, and only if**, you have made an attempt at the assessment(s) on the first occasion unless a claim for Extenuating Circumstances has been successful.

(ii) If you did not make an attempt at your assessments at the first attempt:

If you do not submit work or attend assessments at the first attempt, that guarantee of a referral is lost and the appropriate Board will decide whether or not to allow you a referral. In making its decision, the Board may take account of your engagement with that module.

If the Board does allow you a referral(s) and you do not take the referral(s) at the time notified to you by your Faculty/School, no further referral opportunity will be given to you and you may fail the award.

When can I take my resit(s)?

In all cases, if you are allowed a referral(s), the referral(s) must be taken at the next resit opportunity. For most students, this will be in August 2012 but will depend on the nature of the award and the timing of your assessments.

It is your responsibility to make sure that you know when you are required to resit.

14. Award Specific Regulations

The module CE70042-6 FX Research Project (30) and CE70041-6 FX Portfolio Project modules (30) contribute to gaining honours classification. Both modules must be passed with the minimum of a grade point 4 or higher and cannot be compensated. Without passing these, a student cannot gain a BSc (Hons) qualification.

If a module has more than one assessed components, then the student must achieve a minimum mark of 30 % in each component and an aggregate mark of 40% to pass the module

The Level 5 module CE70017-5 Junior Collaborative Games Development and Testing module cannot be compensated. If students fail this module they can only retake with attendance. They may not proceed to the Level 6 module CE70076-6 Senior Collaborative Games Development and Testing module until they have passed Level 5 Junior Collaborative Games Development and Testing.

The placement year is considered as either a pass or fail. With the pass contributing to the award of sandwich degree.

If a total of 300 Credits are achieved over Levels 4,5 and 6 instead of the required 360 credits for the Honours Degree, then it is assumed that the student has not fully demonstrated the qualities of Staffordshire Graduate. In this case the student will be offered a Non-Honours Degree.

15. Placements

The Faculty Placements Team is in the Careers Office C block Beacon opposite Dolche Vita. Staff in these offices will provide you with support in finding a placement as well as talking with the course tutors.

The member of academic staff responsible for placements on you award is: Tim Dunning

16. Final Year Project

Please speak to your award tutors to discuss the final year project in more depth.

17. Professional Body Recognition (if applicable)

Digital Film and 3D Animation Technology is accredited by the Institute of Engineering and Technology (IET). The Institution of Engineering and Technology (IET) is Europe's biggest professional society for those working in Engineering and Technology worldwide. After graduating on this award students will qualify for pre-entry in recognition of their expertise and hard work. It allows you to engage with the IET global engineering and technology community and access essential products and services such as academic papers and conferences.

Currently, no other awards in this area are accredited.

18. Academic Misconduct and Plagiarism

The University and faculty take the issues of academic dishonesty, plagiarism or cheating very seriously. If you get caught breaking the University's rules, you can expect to be punished – this might mean failing an assignment, failing a module or even failing your award and being asked to leave the University.

It is vitally important that you understand the rule regarding plagiarism. These can be found at:
http://www.staffs.ac.uk/assets/academic_misconduct_tcm44-26770.pdf

There are several resources available to help you in writing and preparing assignments so that you do not break the rules. You might want to look at the following resources.

<http://www.staffs.ac.uk/uniservices/infoservices/studyskills/>

If in doubt, make sure you ask your tutor before you submit work, or arrange to see someone in the Study Skills Centre (located in the library).

19. 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.

20. The Studio, Equipment and Media Computer Facilities

To book the Television studios please contact Tom Mellor (see page 5 for details). For equipment bookings please contact the stores on 01785 353801 or resourcecentre@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, PF Track, 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.

Appendix A – Glossary of Terms

Module	A unit of study with a defined learning outcomes, curriculum and assessment. The module definition is to 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 from 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 4 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 corequisite 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, with 0-3 being fail grades for undergraduate module, and 0-6 being fail grades for postgraduate modules.
Level	This indicates the academic level at which study is to be undertaken – Certificate level (module level 4 year 1), Intermediate level (module level 5 year 2) and Honours level (module level 6 year 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.
Teaching block	A period of study into which the year is divided, that may include induction learning, assessment and academic counselling. There are currently two teaching blocks in each academic year.

Appendix A Learning Outcomes of the Award

Level Learning Outcome Statements: BSc Hons CGI and Digital Effects

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 concepts and principles associated with visual effects, 3D Modelling, digital compositing and digital photography.	Show knowledge and understanding of established concepts of digital compositing, 3d modelling, lighting and rendering with a view to development of these concepts within the areas of digital film and visual effects.	Demonstrate a systematic understanding of key aspects of advanced 3D Modelling and digital compositing, including acquisition of coherent detailed knowledge equipment usage, capabilities and techniques	Demonstrate a systematic understanding of key aspects of advanced visual effects, 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 and visual effects	Show critical and specialist interpretation of the current level of knowledge and understanding of visual effects, the industry and gaining employment	Demonstrate an understanding of the context of knowledge acquired	Demonstrate an advanced understanding of the context of knowledge acquired
Enquiry	Show the ability to research, evaluate and interpret data within the visual effects industry and its technologies.	Demonstrate knowledge of the main methods of enquiry in digital film and 3D technology.	Show a professional approach to research and data gathering	Show a professional approach to research and data gathering
Analysis	Evaluate and interpret concepts and principles of visual effects 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 complex 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 visual effects, 3D modelling and animation.	Identify and solve visual effects and enterprise related problems appropriate to the task, be they creative, technical.	Develop the skills necessary to understand and analyse complex problems in order to create a complete creative and technological visual effects solution	Develop the skills necessary to understand and analyse complex problems in order to create a complete creative and technological visual effects solution
Application	Undertake and show application of the fundamentals of technology principles	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 advanced practical, academic and technical skills in visual effects productions.
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 visual effects	Develop interpersonal skills and decide upon the appropriate style of communication through research and enterprise type activities	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 Digital Film and 3D Animation Technology

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 concepts and principles associated with visual effects, 3D Modelling, digital compositing and digital animation.	Show knowledge and understanding of established concepts with a view to development of these concepts within the areas of digital film and visual effects.	Demonstrate a systematic understanding of key aspects of advanced 3D Modelling and digital compositing, including acquisition of coherent detailed knowledge equipment usage, capabilities and techniques	Demonstrate a systematic understanding of key aspects of advanced visual effects, 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 and visual effects	Show critical interpretation of the current level of knowledge and understanding of visual effects, the industry and gaining employment	Demonstrate an advanced understanding of the context of knowledge acquired	Demonstrate an advanced 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 technology.	Show a professional approach to research and data gathering	Show a professional approach to research and data gathering
Analysis	Evaluate and interpret concepts and principles of visual effects 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 complex 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 visual effects, 3D modelling and animation.	Identify and solve visual effects and enterprise related problems appropriate to the task, be they creative, technical.	Develop the skills necessary to understand and analyse complex problems in order to create a complete creative and technological visual effects solution	Develop the skills necessary to understand and analyse complex problems in order to create a complete creative and technological visual effects solution
Application	Undertake and show application of the fundamentals of technology principles	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 film and visual effects	Develop interpersonal skills and decide upon the appropriate style of communication through research and enterprise type activities	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 2D, 3D, analogue and digital design required to produce game concept designs using traditional artistic and technical skillset required by the games industry.	Demonstrate knowledge and understanding of establishment of innovative 2D and 3D game characters and environments 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, artistic 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 creative design parameters related to games concept design.	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	Identify and solve problems associated to games concept design process.	Identify and solve problems appropriate to the task, be they creative or technical	Develop the skills necessary to understand and analyse a complex problem in order to create a complete technological solution	Develop the skills necessary to understand and analyse a complex problem in order to create a complete technological, artistic and creative solution
Application	Demonstrate the ability to create, translate and manipulate traditional game concepts into 2D and 3D applications exploring both analogue and digital design routes.	Apply creative and informed decision making through practical and academic application of 2D and 3D skills designing games characters and environments.	Apply critical reasoning and argument to show the ability to create and apply game design concepts in unique and original contexts	Apply critical reasoning and argument to show the ability to create original, innovative practical, artistic and technical concept designs for the film and gams industries.
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 artistic and technological solutions	Demonstrate the ability to reflect on the effectiveness of specific artistic and technological solutions related to games concept design.
Communication	Communicate coherent arguments to support work undertaken in the field Game concept design through written and oral methods	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

Appendix B Curriculum Maps

Use tables from the back of current prog spec, showing structure of awards, mapping to Uni learning outcome statements, mapping to benchmarks etc

15. Award Maps and Engineering Benchmark statements mapping

Level 4		Games Concept Design	Digital Film and 3D Animation Technology	CGI and Digital Effects	Knowledge and Understanding	Learning	Enquiry	Analysis	Problem Solving	Application	Reflection	Communication	Science and Mathematics	Engineering Analysis	Design	Economic Social and Environmental Context	Engineering Practice
Teaching Block 1 and 2																	
CE70030-4	Digital Animation for VFX (30)	✓	C	C	*	*	*	*	*	*	*	*	*	*	*		*
CE70031-4	Digital Compositing 1 (30)	✓	C	C	*	*	*	*	*	*			*	*	*		*
CE70033-4	Digital Photography for VFX (30)	✓	✓	C	*		*		*	*	*		*	*	*	*	*
CE70034-4	Introduction to CGI (30)	C	C	C	*	*	*		*	*			*	*	*		*
CE70032-4	Digital Matte Painting 1: Environment Design (30)	C	✓		*			*	*	*	*			*	*	*	
CE70029-4	Character Concept Design 1 (30)	C			*		*		*	*	*	*			*	*	
CE70090-4	Production Technology 1(30)		✓														
CE70092-4	Business and Production Management For Film and Television 1 (30)																
CE70011-4	Narratology for Games (30)	✓															
CE70010-4	Introduction to Games Design (30)	✓															
CE70009-4	Introduction to 3D Games Engines (30)	✓															
CE70008-4	Introduction to Animation and Motion Capture (30)	✓															
	University Option	✓	✓														

Mod No	Level 5 Teaching Block 3 and 4	Games Concept Design	Digital Film and 3D Animation Technology	CGI and Digital Effects	Knowledge and Understanding	Learning	Enquiry	Analysis	Problem Solving	Application	Reflection	Communication	Science and Mathematics	Engineering Analysis	Design	Economic Social and Environmental	Engineering Practice
CE70036-5	3D Modelling for VFX	✓	✓	C	*	*		*	*	*			*	*	*		*
CE70040-5	Lighting and Rendering for CG	✓	✓	C	*	*	*		*	*	*	*	*	*	*		*
CE70038-5	Digital Compositing 2	✓	C	C	*			*	*	*	*		*	*	*		*
CE70039-5	Junior VFX Team Project	✓	C	C	*	*	*	*	*	*	*	*	*	*	*	*	*
CE70035-5	Digital Matte Painting 2: Environment Design	C	✓		*	*	*		*	*	*		*	*	*		*
CE70037-5	Character Concept Design 2	C			*		*			*	*	*	*	*	*		*
CE70017-5	Junior Collaborative Game Development and Testing	C															
CE70018-5	Games Shaders and Texturing	✓															
CE70020-5	Advanced Animation and Motion Capture	✓															

Mod No	Level 6 Teaching Block 5	Games Concept Design	Digital Film and 3D Animation Technology	CGI and Digital Effects	Knowledge and Understanding	Learning	Enquiry	Analysis	Problem Solving	Application	Reflection	Communication	Science and Mathematics	Engineering Analysis	Design	Economic Social and Environmental Context	Engineering Practice
		C	C	C	*	*	*	*	*	*	*	*	*	*	*	*	*
CE70042-6	FX Research Project (30 SHORT)	C	C	C	*	*	*	*	*	*	*	*	*	*	*	*	*
CE70041-6	FX Portfolio Project (30 short)	C	C	C													
CE70043-6	Senior Team VFX Project		C	C	*	*	*	*	*	*	*	*	*	*	*	*	*
CE70044-6	Scripting Concepts for VFX (15)		C	C	*	*			*				*	*	*		*
CE70076-6	Senior Collaborative Game Development and Testing	C			*	*	*	*	*	*	*	*					
CE70045-6	Advanced Games Concept Design	C			*		*		*	*	*	*			*	*	*

Mod No	Level 6	Games Concept Design	Digital Film and 3D Animation Technology	CGI and Digital Effects	Knowledge and Understanding	Learning	Enquiry	Analysis	Problem Solving	Application	Reflection	Communication	Science and Mathematics	Engineering Analysis	Design	Economic Social and Environmental Context	Engineering Practice
CE70042-6	FX Research Project (30 SHORT)	C	C	C	*	*	*	*	*	*	*	*	*	*	*	*	*
CE70041-6	FX Portfolio Project (30 short)	C	C	C													
CE70043-6	Senior Team VFX Project		C	C	*	*	*	*	*	*	*	*	*	*	*	*	*
CE70023-6	Rigging for Games and VFX		C	C		*				*		*	*	*			*
CE70076-6	Senior Collaborative Game Development and Testing	C			*	*	*	*	*	*	*	*					
CE70045-6	Advanced Games Concept Design	C			*		*		*	*	*	*			*	*	*

The X's indicate that a specific learning outcome will be achieved upon passing a module.

The * indicate that a module will satisfy the QAA Engineering benchmark for a specific subject area.

Extract from QAA benchmark statement regarding output standards

Underpinning science and mathematics

- Knowledge and understanding of the scientific principles underpinning relevant current technologies, and their evolution;
- Knowledge and understanding of mathematics necessary to support application of key engineering principles.

Engineering Analysis

- Ability to monitor, interpret and apply the results of analysis and modelling in order to bring about continuous improvement;
- Ability to apply quantitative methods and computer software relevant to their engineering technology discipline(s), frequently within a multidisciplinary context;
- Ability to use the results of analysis to solve engineering problems, apply technology and implement engineering processes;

- Ability to apply a systems approach to engineering problems through know-how of the application of the relevant technologies.

Design

Graduates will need the knowledge, understanding and skills to:

- Define a problem and identify constraints;
- Design solutions according to customer and user needs;
- Use creativity and innovation in a practical context;
- Ensure fitness for purpose (including operation, maintenance, reliability etc);
- Adapt designs to meet their new purposes or applications.

Economic, social and environmental context

- Knowledge and understanding of commercial and economic context of engineering processes;
- Knowledge of management techniques which may be used to achieve engineering objectives within that context;
- Understanding of the requirement for engineering activities to promote sustainable development;
- Awareness of the framework of relevant legal requirements governing engineering activities, including personnel, health, safety, and risk (including environmental risk) issues;
- Understanding of the need for a high level of professional and ethical conduct in engineering.

Engineering Practice

- Understanding of and ability to use relevant materials, equipment, tools, processes, or products;
- Knowledge and understanding of workshop and laboratory practice;
- Knowledge of contexts in which engineering knowledge can be applied (e.g. operations and management, application and development of technology etc);
- Ability to use and apply information from technical literature;
- Ability to use appropriate codes of practice and industry standards;
- Understanding of the principles of managing engineering processes;
- Awareness of quality issues and their application to continuous improvement.