

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth & Poole College	<b>Faculty responsible for the programme</b> Faculty of Science and Technology
<b>Final award(s), title(s) and credits</b> BSc (Hons) 3D Computer Generated Imagery – 120 (60 ECTS) Level 6 credits	
<b>Intermediate award(s), title(s) and credits</b> This is a top-up programme and therefore there are no intermediate awards	
<b>UCAS Programme Code(s) (where applicable and if known)</b> G741	<b>HECoS Code(s) and percentage split per programme/pathway</b> 100363 Computer Animation & Visual Effects (50%) 101019 Computer games graphics (25%) 100057 Animation (25%)
<p><b>External reference points</b></p> <ul style="list-style-type: none"> <li>• The Revised UK Quality Code for Higher Education;</li> <li>• Expectations: The academic standards of courses meet the requirements of the relevant national qualifications framework</li> <li>• QAA Subject Benchmark Statements ( 3<sup>rd</sup> May 2018): Quality Assurance Agency (QAA) on behalf of the UK Standing Committee for Quality Assessment (UKSCQA)in consultation with the higher education (HE) sector; as there are no subject benchmarks specifically for CGI related degrees, subject benchmarks for Communication, Media, Film and Cultural Studies (2019) and Computing (2019) have informed the programme design.</li> <li>• Practices: Core &amp; Common. Underpinning the Delivery of Expectations</li> </ul> <p>Although PSRB approval is not being sought as part of this review, the programme design has also been informed by the ScreenSkills competency-based framework.</p>	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> None	
<b>Places of delivery</b> Bournemouth & Poole College	
<b>Mode(s) of delivery</b> Full-time	<b>Language of delivery</b> English
<b>Typical duration</b> 1 Year Full-time	
<b>Date of first intake</b> September 2021	<b>Expected start dates</b> September
<b>Maximum student numbers</b> Not Applicable	<b>Placements</b> None
<b>Partner(s)</b> Bournemouth and Poole College	<b>Partnership model</b> Validation
<b>Date of this Programme Specification</b> August 2020	
<b>Version number</b> 1.0-0923	
<b>Evaluation and modification reference numbers</b> E192027, approved 14/10/2020	
<b>Author</b> K French	

## Programme Specification - Section 2

### PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) 3D Computer Generated Imagery								
Year 1 / Level 6								
Students are required to complete all 4 core units + 1 Option Unit								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS code(s) (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Project 3	Core	40	-	100%	-	180	1.0	100363 (100%)
Evaluative Research	Core	20	-	80%	20%	90	1.0	100962 (100%)
Data Capture	Core	20	-	40%	60%	90	1.0	100632 (100%)
Visual Production & VFX	Core	20	-	60%	40%	90	1.0	100717 (100%)
Architectural Visualisation Techniques 2	Option	20	-	100%	-	90	1.0	100632 (30%) 101019 (70%)
Performance & Technical Animation 2	Option	20	-	80%	20%	90	1.0	100057 (100%)
<b>Exit qualification:</b> BSc (Hons) 3D Computer Generated Imagery <b>Full-time UG award:</b> Requires 120 credits at Level 6.								

### AIMS OF THE DOCUMENT

The aims of this document are to:

- Define the structure of the programme
- Specify the programme award titles
- Identify programme and level learning outcomes
- Articulate the regulations governing the awards defined within the document

### AIMS OF THE PROGRAMME

This programme aims to develop industry-ready, creative, specialist graduates, who:

- Have the subject-specific and transferrable skills needed to progress quickly from their first junior role, primarily in architectural visualisation companies but also games and film companies for game environments and virtual set extensions.
- Synthesise solutions to architectural visualisation briefs in their own professional practice
- Demonstrate self-critical creative and technical evaluation of architectural visualisation projects
- Can work autonomously or in teams, taking a leadership role (but still under artistic supervision)
- Can explore and analyse ideas in writing, verbally and graphically
- Demonstrate pragmatism when working within industry pipelines to complete a project
- Work creatively within a brief and demonstrate a burgeoning personal style synthesised from styles recognised within the industry.
- Can produce work to the level and in the timescale expected by industry junior / mid-level artists

Graduates aiming to achieve mid-level or senior positions in industry need to demonstrate strong practical and technical ability as well as an artistic and stylistic understanding of visualisations. To address this need, this programme approaches the field of CGI from a practical stance with underpinning theories and principles embedded throughout and a heavily analytical and evaluative to creativity.

A pragmatic and creative work ethic is encouraged through working in small groups in a studio environment. The programme includes significant amounts of practical coursework (some with tight deadlines), group discussion, peer critique and regular input from industry partners to paint an accurate picture of the expectations in industry.

Students will develop their own creativity and artistic understanding by analysis of existing visualisations and other media (films, games, images etc.) and will significantly develop their own artistic skills to allow them to communicate artistic intent clearly.

The CGI paradigm is not only an academic approach that engages all students at every level but that all staff participate in a holistic and pastoral capacity.

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The CGI programme has a strong link to industry with many companies counted as our key industry partners. Our Industry Partners are heavily involved in the course, providing some of the assignment briefs, feedback on presentation panels and guest lectures as well as being influential in the design and continual development of the course content.

In the past and to the future when opportunities arrive, these programmes have adopted live industry projects into coursework, working closely alongside industry clients to provide students with the closest industry experience they can get.

## LEARNING HOURS AND ASSESSMENT

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

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

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 Final Projects are distinct from other assessment types: the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound

Within project units, the assessment activity will necessarily be a larger percentage of the overall study time as the project units relate to practical application of material already learned in other units. The assessable activity of a project unit would normally be around 75% of the total learning time for the unit. This recognises the implicit learning process the student undergoes when doing a practical task is a significant contribution to the overall learning within the unit.

## STAFF DELIVERING THE PROGRAMME

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

Despite approaching this course from a practical stance, the majority of units will be delivered by academic staff as the theories and principles are embedded within practical examples. Within project units, a variety of teaching staff, including academic staff, professional practitioners and demonstrators are used as this creates the widest view of professional practice within the unit. Project unit leaders / assessors will always be academics.

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

### LEVEL 6/BSc: INTENDED LEVEL OUTCOMES

<p><b>A: Subject knowledge and understanding</b></p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>A1</b> A variety of up-to-date techniques for motion / performance / data capture and their appropriateness to different animation / modelling requirements;</p> <p><b>A2</b> Architectural styles and history;</p> <p><b>A3</b> Elementary architectural design principles (e.g.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> <li>• Lectures (A1-A9);</li> <li>• Practical workshops (A1, A4-A6);</li> <li>• Seminars (A2-A4, A7-A8);</li> <li>• Workshops (A3-4, A8-A9).</li> </ul>

## Programme Specification - Section 2

<p>structure, lighting, interior design);</p> <p><b>A4</b> Photography techniques for architectural subjects &amp; Post-production;</p> <p><b>A5</b> Up to date forms of visualisation such as augmented reality &amp; virtual reality;</p> <p><b>A6</b> Filmic styles and use of colour, Film making, recording, editing and mixing sound for video production;</p> <p><b>A7</b> Academic research methods;</p> <p><b>A8</b> Different architectural / animation genres and their context / purposes within CGI;</p> <p><b>A9</b> Topology &amp; re-topology manipulation for anatomy &amp; animation.</p>	<p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> <li>• Practical coursework (A1, A3-A6, A9);</li> <li>• Coursework (A4, A8);</li> <li>• Online timed assessment (A2);</li> <li>• Seminars (A1, A5-A7).</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>B1</b> Synthesise solutions to problems from a variety of sources;</p> <p><b>B2</b> Show a self-critical approach to creative decisions;</p> <p><b>B3</b> Research and evaluate a specific topic;</p> <p><b>B4</b> Analyse and synthesise different genres / styles to inform own professional practice;</p> <p><b>B5</b> Justify creative and technical decisions against relevant criteria;</p> <p><b>B6</b> Critically evaluate their own work in the context of similar work from industry and other acclaimed sources.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (B1-B4);</li> <li>• Seminars (B1-B6);</li> <li>• Tutorials (B1-B6).</li> </ul> <p>Assessment Strategies And Methods (Referring To Numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Project work (B1-B6);</li> <li>• Dissertation (B1-B6);</li> <li>• Practical Coursework (B1, B4-B6);</li> <li>• Presentations (B1-B6).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>C1</b> Create a visualisation using contemporary methods, styles and technologies;</p> <p><b>C2</b> Demonstrate an understanding of architectural / animation principles and design using different media;</p> <p><b>C3</b> Plan and take creative &amp; technical photographs / video for a variety of purposes;</p> <p><b>C4</b> Clean up and manipulate capture data for complex sequences;</p> <p><b>C5</b> Manipulate and clean point-cloud data;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Practical workshops (C1-C8);</li> <li>• Workshops (C2-C3, C6, C8);</li> <li>• Tutorials (C1-C8).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Practical Coursework (C1-C8);</li> </ul>

## Programme Specification - Section 2

<p><b>C6</b> Create photorealistic architectural images with specific artistic and stylistic intent;</p> <p><b>C7</b> Create animations where the personality of the character is immediately self-evident;</p> <p><b>C8</b> Design and implement a variety of scanning strategies in order to develop comprehensive 3D visual solutions.</p>	<ul style="list-style-type: none"> <li>• Project work (C6);</li> <li>• Coursework (C3, C6-C7);</li> <li>• Seminars (C1, C4-C5, C8).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p><b>D1</b> Fully design and plan a piece of work to meet a variety of criteria;</p> <p><b>D2</b> Creatively explore the limits of a brief;</p> <p><b>D3</b> Proactively seek out and synthesise feedback from a variety of sources;</p> <p><b>D4</b> Communicate at a high level using contextual language verbally, in writing and through different media;</p> <p><b>D5</b> Plan a strategy and take ownership of their own learning;</p> <p><b>D6</b> Use academic research methods.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1, D6);</li> <li>• Practical workshops (D1-D2);</li> <li>• Seminars (D1-D6);</li> <li>• Tutorials (D1-D6).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Project Work (D1-D6);</li> <li>• Dissertation (D1-D4, D6);</li> <li>• Presentations (D1-D5).</li> </ul>

## ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exceptions: Applicants may be allowed to enter this programme on the basis of the successful completion of a relevant Foundation Degree or HND. The applicant should normally have achieved a minimum classification of Merit and additionally should provide a portfolio of work.

The University's standard Admission Regulations are available within section 3.1 of the *ARPP* on the BU website by following this link:

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.doc>

## PROGRESSION ROUTES

Students who have successfully completed BSc (Hons) 3D Computer Generated Imagery with a 2:2 or higher would be eligible to apply for the following courses currently run at BU:

MSc Computer Animation and Visual Effects  
 MA 3D Computer Animation  
 MA Digital Effects

## **ASSESSMENT REGULATIONS**

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations.

The University's Standard Assessment Regulations are available within section 6.1 of the *ARPP* on the BU website by following this link:

<https://intranetsp.bournemouth.ac.uk/Documents/arpp61.aspx>

## **WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS**

There are no WBL requirements in the BSc (top-up) programme but there is significant industry involvement through industry panels, guest lecturers, industry input in the classroom and occasional industry visits.

## Programme Skills Matrix

Units		Programme Intended Learning Outcomes																												
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	D 1	D 2	D 3	D 4	D 5	D 6
L E V E L  6	Project 3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Evaluative Research							X			X	X	X	X	X	X									X	X	X	X	X	X
	Data Capture	X			X											X			X	X	X			X	X	X		X		
	Architectural Visualisation Techniques 2		X	X	X				X		X				X	X	X	X	X			X			X	X	X		X	
	Performance & Technical Animation 2	X							X	X	X				X	X	X	X	X				X		X	X	X		X	
	Visual Production & VFX				X	X	X							X		X	X	X	X	X					X	X	X		X	

### A - Subject Knowledge and Understanding

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

1. A variety of up-to-date techniques for motion / performance / data capture and their appropriateness to different animation / modelling requirements;
2. Architectural styles and history;
3. Elementary architectural design principles (e.g. structure, lighting, interior design);
4. Photography techniques for architectural subjects and Post- production;
5. Up to date forms of visualisation such as augmented reality and virtual reality;
6. Filmic styles and use of colour, Film making, recording, editing and mixing sound for video production;
7. Academic research methods;
8. Different architectural / animation genres and their context / purposes within CGI;
9. Topology & re-topology manipulation for anatomy & animation.

### C – Subject-specific/Practical Skills

This programme provides opportunities for students to:

1. Create a visualisation using contemporary methods, styles and technologies;
2. Demonstrate an understanding of architectural / animation principles and design using different media;
3. Plan and take creative & technical photographs / video for a variety of purposes;
4. Clean up and manipulate capture data for complex sequences;
5. Manipulate and clean point-cloud data;
6. Create photorealistic architectural images with specific artistic and stylistic intent;
7. Create animations where the personality of the character is immediately self-evident;
8. Design and implement a variety of scanning strategies in order to develop comprehensive 3D visual solutions.



**B - Intellectual Skills**

This programme provides opportunities for students to:

1. Synthesise solutions to problems from a variety of sources;
2. Show a self-critical approach to creative decisions;
3. Research and evaluate a specific topic;
4. Analyse and synthesise different genres / styles to inform own professional practice;
5. Justify creative and technical decisions against relevant criteria;
6. Critically evaluate their own work in the context of similar work from industry and other acclaimed sources.

**D - Transferable Skills**

This programme provides opportunities for students to:

1. Fully design and plan a piece of work to meet a variety of criteria;
2. Creatively explore the limits of a brief;
3. Proactively seek out and synthesise feedback from a variety of sources;
4. Communicate at a high level using contextual language verbally, in writing and through different media;
5. Plan a strategy and take ownership of their own learning;
6. Use academic research methods.