

**KEY PROGRAMME INFORMATION**

<p><b>Originating institution(s)</b> Bournemouth University</p>	<p><b>Faculty responsible for the programme</b> Faculty of Media and Communication</p>
<p><b>Final award(s), title(s) and credits</b> Students undertaking this Year 0 Foundation Year Certificate: Foundation in Creative Industries (120 Credits / 60 ECTS) will be enrolled directly on one of the following awards (Please refer to the individual specifications for details of the credit arrangements):</p> <p>BA (Hons) Computer Animation Art and Design: GW4F: 100057 (70%) 101214 (30%)          BA (Hons) Computer Animation Technical Arts: W280: 100363 (30%) 100057 (50%) 101214 (20%)          BA (Hons) Visual Effects: W614: 100363 (20%) 100717 (50%) 101214 (30%)          BSc (Hons) Games Design: G601: 101267(42%) 101268 (58%)          BSc (Hons) Games Software Engineering I610: 101267 (20%) 101020 (70%) 101019 (10%)</p> <p>Note: This specification should be considered alongside the relevant award specification as listed above and is not intended to be marketed as a standalone award. These programme titles will be marketed as 'with Foundation Year Certificate'. Final award at Level 6 will not contain "(with Foundation Year Certificate)" on the student's transcript.</p>	
<p><b>Intermediate award(s), title(s) and credits</b> Students who achieve a minimum of 80 credits at Level 0 will be awarded a Foundation Year Certificate:</p> <p>Foundation in Creative Industries.</p> <p>For details of the intermediate awards, titles and credits for each individual programme please refer to the individual specifications.</p>	
<p><b>UCAS Programme Code(s) (where applicable and if known)</b> Details for the degree programmes are stated above</p>	<p><b>HECoS Code(s) and percentage split per programme/pathway</b> Foundation Year: 101267, 101268, 100363,</p>
<p><b>External reference points</b> The UK Quality Code for Higher Education including:</p> <ul style="list-style-type: none"> <li>o Qualifications Frameworks (incorporating the Framework for Higher Education Qualifications) (FHEQ);</li> <li>o Characteristics Statements (Foundations Degrees, Master's Degrees, Doctoral Degrees)</li> <li>o Credit Frameworks;</li> <li>o Subject Benchmark Statement: Communication, Media, Film and Cultural Studies (Dec 2019)</li> <li>o Subject Benchmark Statement; History (Dec 2019)</li> <li>o Subject Benchmark Statement: Law (Nov 2019)</li> <li>o Subject Benchmark Statement: Politics and International Relations (Dec 2019)</li> <li>o Subject Benchmark Statement: English (Dec 2019)</li> <li>o Foundation Degree qualification benchmark</li> </ul> <p>Creative Skillset:</p> <ul style="list-style-type: none"> <li>- Course Accreditation Guidelines</li> <li>- National Occupational Standards for Animation 2013</li> <li>- The Core Skills of VFX Handbook</li> </ul>	

**Professional, Statutory and Regulatory Body (PSRB) links**

The named awards upon which students will be enrolled have links with a range of PSRBs, including the ScreenSkills, TIGA.

Refer to the programme specification for the relevant programme for details of specific PSRB relationships.

**Places of delivery**

Bournemouth University, Talbot Campus

**Mode(s) of delivery**

Full-time

**Language of delivery**

English

**Typical duration**

12 month full-time

**Date of first intake**

September 2022

**Expected start dates**

September

**Maximum student numbers**

N/A

**Placements**

N/A

**Partner(s)**

Not applicable

**Partnership model**

Not applicable

**Date of this Programme Specification**

February 2022

**Version number**

v1.0-0222

**Approval, review or modification reference numbers**

EC212213

**Author**

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## PROGRAMME STRUCTURE

**Programme Award and Title:** Foundation in Creative Industries

### Year 0/Level 0

Students are required to complete 5 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Art and Design in Creative Industries	Core	20		30%	70%	40	FMC V1.0	100587 101361
Algorithmic Thinking	Core	20		100%		40	FMC V1.0	100358
Digital Tools	Core	20		100%		40	FMC V1.0	100440
Study Skills for Creative industries	Core	20		100%		40	FMC V1.0	101090 101361
Foundation Project	Core	40		100%		20	FMC V1.0	101361

**Progression requirements:** Requires 120 credits at Level 0 to progress to validated named degree programmes.

**Exit qualification:** Foundation in Creative Industries Certificate (a minimum of 80 credits at Level 0)

## 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

Foundation Year, Level 0, is specifically designed to **widen access** for those applicants holding UCAS points lower than our advertised tariff or Clearing tariff. This programme aims to develop students who, after 12 months (F/T), will join and succeed in one of **five focused undergraduate degree programmes** (By creating this programme specification, it allows for a **seamless transition** from Level 0 to Level 4, Level 5, Placement Year (optional on most of our programmes) and culminating at Level 6 in the award of an Honours Degree.

Our programme will not only **empower and benefit students at Level 0**, by providing them with the essential knowledge, skills, and experience of university life so as to hit the ground running as soon as they join Level 4; it will also create a **ripple effect of pedagogic benefits for the student experience of all future Level 4, 5, and 6 cohorts**, by enabling those students who have taken the foundation year to make the most of their undergraduate studies, support their peers, and become leaders within their respective cohorts.

This Foundation Year is a **collaborative and interdisciplinary** project bringing together **two departments** from the Faculty of Media and Communication (National Centre for Computer Animation) as well as the Faculty of Science and Technology (**Creative Technology**)

Therefore, the driving pedagogic aim of this Foundation Year is not to replicate the undergraduate curriculum, but to provide students with an **appreciation of the understanding of creative industries** that will enable them to make the most of their undergraduate studies and realise their potential as professionals.

The FMC Foundation Year follows on from the successful introduction of similar foundation year programmes across other BU faculties (BUBS, FST, FHSS). It further promotes BU's commitment to **widening participation** by acknowledging that talented students with potential to succeed at degree level may come from a wide range of backgrounds and educational experiences and need a different HE environment to do so.

This programme was designed in **consultation with level 4 and unit tutors** across all named courses so as to identify the foundational knowledge, skills and competencies that students entering university at level 4 should ideally have.

Students on this particular course will fall into **two major categories**:

- Students who have either non-subject appropriate A Levels or lack appropriate A Levels or equivalent qualifications for their chosen degree course;
- Students who have been identified as having potential to undertake such subjects but who would benefit from an additional year of study to realise this potential.

The FMC Foundation Year programme:

- Develops the students' **contemporary knowledge, understanding, and critical analysis** of facts, concepts, principles and key functional areas in the disciplines of Creative Industries;
- Develops the students' **confidence** in practising core academic and professional skills which underpin successful performance in an undergraduate degree context and support the development of employability.

- Follows the BU **Fusion Learning approach** (education, research and professional practice elements embedded in the curriculum);
- Develops the students' appreciation of the **art and design** in creative industries.
- Takes an **inclusive approach** and the programme is delivered by a diverse staff base.
- Allows students to develop their **personal and professional identity** as well as their sense of belonging in, and affinity with, the BU community.
- Has a focus on developing **core value sets** for students' personal and professional development based on the BU values of excellence, inclusivity, creativity and responsibility.
- Places particular emphasis on nourishing **intercultural understanding** and stressing the importance and benefits of equality and diversity in media and communication industries.

Their subject-specific knowledge, combined with interpersonal and practical competencies will allow them to pursue a **suitable degree programme** of their choice and subsequently **career opportunities** across a wide spectrum of roles, organisations and sectors, both at home and internationally. Emphasis within the Foundation Year is placed on the acquisition and informed application of knowledge and understanding, as well as the development of professional skills, values, behaviours, capabilities and personal qualities to act upon that knowledge.

Throughout their studies, students are encouraged to develop their full potential in a stimulating learning environment, in which there is a strong emphasis on developing autonomy, resourcefulness and the abilities to manage themselves and others.

The development of **personal and professional effectiveness, employability skills, global awareness and responsible citizenship** features prominently throughout the Foundation Year programme, requiring students to reflect upon, and develop:

- ability to build and maintain relationships, and work collaboratively
- ability to value diversity and work with people from a range of backgrounds and cultures
- effective communication and listening skills, including the ability to produce clear, structured communications in a variety of media and for a range of purposes
- emotional intelligence and empathy
- analytical thinking
- self-management, including a readiness to accept responsibility, become an independent learner, be resilient, proactive and appropriately assertive, and to plan, organise and manage time
- self-awareness, self-reflection, and a commitment to personal and professional development.

## ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The Foundation Year is fully aligned with the BU 2025 Strategic Plan, BU's Fusion vision and outcomes, and its values of excellence, inclusivity, responsibility and creativity:

- All our programmes fuse relevant, inclusive and contemporary curricula with the expertise of the teaching team, as well as industry practitioners, both within and beyond the university's campus (A1-A3; B3; C1; C2; D1; D2);
- Learning, teaching and assessment are informed by the current research, education and professional practice interests of the teaching team and relevant external collaborators and partners (A1-A3; B1-B3; C1; D1; D2);
- Our programmes equip students with the intellectual, practical and transferable skills for future employment (A3; B1; C1; C2; D1; D2);
- Our students develop a critical understanding of ethical professional practice, social responsibility and sustainability (C1-3; D1; D2);
- Our curricula enable students to develop cultural awareness and/or an appreciation of their subject within a global context through the study of units with an international focus, as well as through opportunities to study and/or work abroad (A1; A2; C2; D3).

Additionally, our programmes align with other key BU priorities, as follows:

- Programme delivery makes full use of BU's virtual learning environment (VLE), Brightspace, through which students can remotely access programme-related materials and additional information / support, as well as submit assessment.
- Learning, teaching and assessment on these programmes are informed by BU's 'Centre for Fusion Learning, Innovation and Excellence' (FLIE), including the Technology Enhanced Learning (TEL) strategy. Accordingly, blended learning, flipped learning, co-creation, feedback / feed-forward, patchwork assessment, phased assessment, and other dynamic and innovative pedagogical approaches are embedded within the programmes.
- In line with BU's commitments to responsibility and sustainability, the curriculum is delivered in accordance with the specifications and requirements of industry stakeholders and Professional, Regulatory and Statutory Bodies (PSRBs).

## 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. Similarly, 40 credits equate to 400 study hours and are equivalent to 20 ECTS credits.

The foundation programme will be delivered within two semesters. Contact hours may take the form of timetabled / scheduled sessions, such as lectures, seminars, workshops and demonstrations, one-to-one tutorials, assessment feedback sessions and so on, but may also take the form of virtual contact, e.g., via email, Brightspace (VLE) and other forms of technology. Our programme is designed so that, if necessary, it can be delivered remotely (online) without requiring major modifications.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit normally consists of 3,000 words or equivalent, while for a 40-credit unit it consists of 6,000 words or equivalent. The Foundation Year will include a wide range of assessment techniques (e.g., coursework, presentations, reflective portfolios, pitches, digital artefacts and social media campaigns, workshop design and delivery, time-constrained papers etc) to give students experience of undertaking assessment types which are used on their choice of degree programme. Assessments are marked based on the Bournemouth University's Generic Marking Criteria ([ARPP 6F – Generic Assessment Criteria Procedure](#)) for the level. Bournemouth University's standard re-assessment regulations will be applied as appropriate, and students will be given opportunity to resubmit the same assessment to show that they have addressed the feedback appropriately and meet the ILOs of the unit. For the Foundation Year, an individual student must pass all 120 credits under the University's Standard Regulations before progressing to level 4.

## 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.

Students will have the full support of the FMC Learning Development Team, which provides bespoke one-to-one support on study skills, writing, referencing etc. Students will be offered training workshops on the Oxford Legal Referencing system delivered by BU Library staff.

Semester 2 will feature external guest speakers, to enrich the curriculum with practice or research-led learning and teaching.

Since our Foundation Year allows for students to gain access to a range of FMC programmes that focus significantly on the needs and expectations of employers, as well as organisational contexts and challenges, some assessments, e.g. presentations, simulations, practical exercises, may also be evaluated formatively by qualified professional practitioners, who will typically provide informal feedback at the time of the assessment.

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

## LEVEL 0/Foundation in Creative Industries INTENDED LEVEL OUTCOMES

<p><b>A: Knowledge and understanding</b></p> <p>Level 0 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 Level 0 learning outcomes:</p>
<p>A1) Understand the basic functions of computer graphics, games and animation</p> <p>A2) Explain the main concepts, theories and/or practice relating to the computer graphics, games and animation industry</p> <p>A3) Locate and organise a range of information or evidence from given or familiar sources.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1-A3);</li> <li>• Seminars/workshops (A2-A3);</li> <li>• Directed reading (A1-A3);</li> <li>• Directed multimedia production and writing (A2-A3);</li> <li>• Use of the VLE (A3);</li> <li>• Independent research (A1-A3).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Coursework essays or reports (A1-A3);</li> <li>• Presentations (individual) (A1-A3)</li> <li>• Collaborative, case study and/or multimedia projects (A1-A3)</li> <li>• Reflective and/or peer assessment (A1-A2)</li> </ul>
<p><b>B: Intellectual skills</b></p> <p>This Foundation Year 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 Level 0 learning outcomes:</p>
<p>B1) Apply learning to a range of subject-related tasks;</p> <p>B2) Analyse a range of material using given methods.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Seminars/workshops (B1, B2);</li> <li>• Directed reading (B1, B2);</li> <li>• Use of the VLE (B1, B2);</li> <li>• Independent research (B1, B2).</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p>



	<ul style="list-style-type: none"> <li>• Coursework essays or reports (B1, B2);</li> <li>• Presentations (individual) (B1, B2)</li> <li>• Reflective and/or peer assessment</li> <li>• Collaborative, case study and/or multimedia projects (B1, B2).</li> </ul>
<p><b>C: Practical skills</b></p> <p>This Foundation Year 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 Level 0 learning outcomes:</p>
<p>C1) Understand and apply learning in key academic skills</p> <p>C2) Use various models/frameworks to reflect and improve on personal and professional development needs.</p> <p>C3) Understand and begin to develop the practical skills which are identified as important by employers.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Seminars/Workshops (C1-C3)</li> <li>• Tutorials/Surgeries (C1-C2)</li> <li>• Group exercises (C1-C3)</li> <li>• Directed multimedia production and writing (C1-C3)</li> <li>• Guest lectures and masterclasses (C2-C3)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Presentations (individual) (C1-C3)</li> <li>• Reflective and/or peer assessment (C1-C3)</li> <li>• Collaborative, case study and/or multimedia projects (C3).</li> </ul>
<p><b>D: Transferable skills</b></p> <p>This Foundation Year 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 Level 0 learning outcomes:</p>
<p>D1) develop confidence in interpersonal skills including collaboration, active listening, , and presentations.</p> <p>D2) understand the importance of personal and professional values in recognising diversity and inclusion in the workplace.</p> <p>D3) understand and reflect on the importance of autonomy, responsibility and resilience in study and work.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1-D4)</li> <li>• Seminars/workshops (D1- D4)</li> <li>• Tutorials/surgeries (D1-D4)</li> <li>• Use of the VLE (D1-D4)</li> <li>• Group exercises (D1-D2)</li> <li>• Simulations (D1-D2)</li> <li>•</li> </ul>

<p>D4) Understand and practice the research and written communication skills required for further study and work.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"><li>• Coursework essays (D1 – D4);</li><li>• Reflective and/or peer assessment (D1- D4)</li><li>• Presentations (individual) (D1- D2, D4)</li><li>• Simulations (D1-D3)</li></ul>
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## **ADMISSION REGULATIONS**

The regulations for this programme are the University's Standard Undergraduate Admission Regulations with the following exception:

- applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English, equivalent to IELTS (Academic) with an overall score of 6.0 or above, with a minimum of 5.5 in each of the four component scores.

## **PROGRESSION ROUTES**

Not applicable.

## **ASSESSMENT REGULATIONS**

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

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

Bournemouth university undergraduate degree programmes embed a range of placement learning opportunities, including 30-week sandwich placements, and shorter placements. See the relevant programme specification for specific details.

## Programme Skills Matrix

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

Units		Programme Intended Learning Outcomes																	
		A1	A2	A3		B1	B2			C1	C2	C3			D1	D2	D3	D4	
L E V E L 0	<b>Art and Design in Creative Industries</b>		x	x		x	x				x	x				x	x	x	
	<b>Algorithmic Thinking</b>	x	x			x					x				x		x	x	
	<b>Digital Tools</b>	x					x				x	x				x			
	<b>Study Skills for Creative industries</b>			x		x				x	x	x			x	x	x	x	
	<b>Foundation Project</b>	x	x			x	x			x	x	x			x		x	x	
<b>A – Subject Knowledge and Understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:  A1) Understand the basic functions of computer graphics, game and animation  A2) Explain the main concepts, theories and/or practice relating to the computer graphics, games and animation industry  A3) Locate and organise a range of information or evidence from given or familiar sources.										<b>C – Practical Skills</b> This programme provides opportunities for students to:  C1) Understand and apply learning in key academic skills  C2) Use various models/frameworks to reflect and improve on personal and professional development needs.  C3) Understand and begin to develop the practical skills which are identified as important by employers.									
<b>B – Intellectual Skills</b> This programme provides opportunities for students to:  B1) Apply learning to a range of subject-related tasks  B2) Analyse a range of material using given methods.										<b>D – Transferable Skills</b> This programme provides opportunities for students to:  D1) Develop confidence in interpersonal skills including collaboration, active listening, and presentations.  D2) Understand the importance of personal and professional values in recognising diversity and inclusion in the workplace.  D3) Understand and reflect on the importance of autonomy, responsibility and resilience in study and work.  D4) Understand and practice the research and written communication skills required for further study and work.									