

## Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	FD Digital Art and Animation for VFX and Virtual Production
<b>Teaching Institution</b>	Belfast Metropolitan College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	23.03.2023
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	23.03.2028
<b>Credit points for the award</b>	240 points
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2023
<b>Underpinning QAA subject benchmark(s)</b>	QAA Undergraduate Subject Benchmark Statements for Events, Leisure, Sport and Tourism (2019)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	We are working closely with NI Screen, Aura Digital, Epic Games and Yellowmoon.
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full time - Face to Face Part time - Face to Face

<b>Duration of the programme for each mode of study</b>	Full time- 2 years Part-time 2.5 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	16/01/23

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

*The proposed rationale of the programme is to:*

1. Equip learners with the skills and knowledge relevant to employment in the Digital Production for the Screen Industries Sector. With a focus on Visual Effects and Virtual production it will develop transferable skills in digital asset creation, animation and compositing for a rapidly evolving sector covering current conventional and real time on set virtual production workflows.
2. To support the participation of learners from a range of disciplines to equip them with the knowledge and skills to enter employment where data is used to shape organisational growth and sustainability.
3. To provide a sustainable pipeline of new talent for employers currently experiencing skills deficit in the ever growing area of Visual Effects, Animation and Virtual Production.
4. To provide an opportunity for learners to progress to a range of bachelor's degree (Hons) programmes.
5. To provide an opportunity for learners to experience and apply the knowledge and transferable skills in the workplace.

### **Target Audience:**

The target audience is learners who have recently completed BTEC Level 3 Extended Diplomas, A-Levels or equivalent in the subjects.

These learners may wish to undertake a programme of study that combines Visual Effects, animation, digital art, film making, game development and motion graphics. The learners will learn all these skills in a subject area that they enjoy.

**Structure:**

- The FD in Digital Arts and Animation for VFX and Virtual Production will be structured in a way that supports transfer of academic knowledge and understanding and that this integrates with and supports the development of, vocational skills and competencies, whilst ensuring academic rigour.
- The structure of the Programme will take account of external reference points such as Frameworks for Higher Educational Qualifications, Professional Body accreditation schemes.
- The programme will ensure that the Work Based Learning (WBL) is relevant and contextualised within the scope of the employer's need in this area in order to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the Programme is representing opportunities for employment across small and medium sized enterprises and self employment.
- WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. Whilst WBL will be supported and encouraged through a range of media including part time work, integrated work placements and real work environments, it will be defined clearly within the context where the WBL should lead to the identification and achievement of defined and related learning outcomes for the learner.
- The structure of the FD in Digital Arts and Animation for VFX and Virtual Production will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry.
- The learners will take part in extracurricular competitions/initiatives outside of the classroom including those offered by Epic Games and The Rookies, as well as those through Northern Ireland Screen/Department for the Economy

**Progression Pathways**

Belfast Metropolitan College aspires to offer the FD in Digital Arts and Animation for VFX and Virtual Production as a route to a bachelor's degree with honours course and would explore the options with OU in VFX/Virtual Production. Alternatively, it is felt the FD in Digital Arts and Animation for VFX and Virtual Production provides learners with options for progression to a range of other providers/courses.

**At Level 4 learners will undertake four compulsory modules:**

- Production Assets 1
- Production Pipeline 1
- Production Assets 2
- Production Pipeline 2

**At level 5 learners will undertake four compulsory modules:**

- Production Assets 3
- Production Pipeline 3
- Advanced Production Techniques
- Work Based Learning

Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD).

The programme will prepare learners to work in many creative industries covering a wide range of jobs within the VFX/VP/Animation sectors.

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

#### **Programme Structure - LEVEL 4**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Year/Semester runs in</b>
<b>Production Assets 1</b>	<b>40</b>			<b>No</b>	<b>1/1</b>
<b>Production Pipeline 1</b>	<b>20</b>			<b>Yes</b>	<b>1/1</b>
<b>Production Assets 2</b>	<b>40</b>			<b>No</b>	<b>1/2</b>
<b>Production Pipeline 2</b>	<b>20</b>			<b>Yes</b>	<b>1/2</b>

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Identify and demonstrate knowledge of some of the theories, concepts and principles of digital content creation for the Screen Production Industries.</p> <p><b>A2</b> Understand and explain the impact of new developments and their impact on the Screen Production Industries.</p> <p><b>A3</b> Demonstrate some knowledge and understanding of the social, cultural, ethical, environmental and legal issues which underpin best practice in the industry.</p> <p><b>A4</b> Demonstrate knowledge of planning and implementation processes within industry projects.</p>	<ul style="list-style-type: none"> <li>• Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment.</li> <li>• Assessment Methods: Coursework related to assignments, case studies and projects, open book assessments, presentations, practical observation and project reports.</li> </ul>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1</b> Apply some theories, principles, and concepts to situations within the Screen Production Industries.</p> <p><b>B2</b> Apply some management principles and practices.</p> <p><b>B3</b> Apply a range of study skills and research techniques demonstrating the ability to interpret data and undertake independent research.</p> <p><b>B4</b> Recognise issues within the Screen Production Industries.</p>	<p><b>Learning and Teaching Methods:</b> Learners are challenged to develop their cognitive skills by developing arguments, strategies and hypotheses based upon their research. They will explore diverse topics and develop a critical analysis of their findings.</p> <p>Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Students will be presented with briefs (both live and simulated) that utilises Project Based Learning, a student centred pedagogy.</p> <p>At Level 4 students, will be introduced to fundamental practices across the industry that they will further build on and analyse at Level 5.</p> <p><b>Assessment Methods:</b> Learners will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking skills and produce recommendations based upon and justified through supporting literature.</p> <p>The assessment focuses on the coursework submissions, class tests, end of semester presentations/examinations, essays and project reports. Some of these skills are assessed in formal presentations.</p>

<b>3B. Cognitive skills</b>	
	Assessment strategies offer students clear guidance concerning future development. Self reflection and peer evaluation constitute an important part of formative assessment.
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1</b> Undertake practical activities using technical skills and procedures whilst working as an individual for specific production requirements.</p> <p><b>C2</b> Demonstrate practical/professional skills with due regard for safe working practices, procedures, concepts and legislation.</p> <p><b>C3</b> Undertake independent research and effectively communicate findings.</p> <p><b>C4</b> Design, plan and produce content in a variety of industry contexts.</p>	<ul style="list-style-type: none"> <li>● Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing and use of the College’s Virtual Learning Environment.</li> <li>● Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports.</li> <li>● Application of hardware and software in an industry context.</li> <li>● Guest speakers/workshops to reflect on industry standards, procedures, best practice and current trends.</li> <li>● Use of project based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.</li> </ul>

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 Develop effective written and oral communication and numerical skills including the application of IT.</p> <p>D2: Use organisation skills (including task, time management and problem solving) both individually and in groups.</p> <p>D3: Develop the ability to self appraise and reflect on practice in order to improve future performance.</p> <p>D4: Demonstrate personal and interpersonal skills such as effective planning, organising, time management and teamwork.</p>	<p><b>Learning and Teaching Methods:</b> Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other I.T. applications, presentations and library research skills. Other learning and teaching methodologies include team teaching, demonstration and peer learning.</p> <p>Workshops with lecturing staff and visiting professionals will support learners with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised with social, ethical, and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project based learning activities, report writing and blended and virtual learning platforms.</p> <p>Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level.</p>

3D. Key/transferrable skills	
	<p><b>Assessment Methods:</b> Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.</p> <p>The testing of learner knowledge is principally through coursework assignments, reports, online assessment, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self assessment and oral presentations.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an essential part of formative assessment.</p>

**Exit Award: Certificate in Higher Education in Digital Arts and Animation for VFX and Virtual production (Cert HE)**

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<b>Production Assets 3</b>	<b>30</b>			<b>No</b>	<b>2/1</b>
<b>Production Pipeline 3</b>	<b>20</b>			<b>Yes</b>	<b>2/1</b>
<b>Advanced Production Techniques</b>	<b>30</b>			<b>No</b>	<b>2/2</b>
<b>Work Based Learning</b>	<b>40</b>			<b>No</b>	<b>2/1, 2/2</b>

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1</b> Evaluate theories, concepts and principles of digital content creation for the Screen Production Industries.</p> <p><b>A2:</b> Be able to apply the processes and procedures for effective planning and skill acquisition within a digital production context.</p> <p><b>A3:</b> Demonstrate detailed knowledge of content creation within digital production pipelines and processes.</p>	<ul style="list-style-type: none"> <li>• Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment.</li> <li>• Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports.</li> </ul>

<u>Learning Outcomes – LEVEL 5</u>	
<b>3A. Knowledge and understanding</b>	
<p><b>A4:</b> Develop digital working practises using a range of practical and managerial skills, integrating knowledge and techniques required for a specific production pipeline.</p>	
<b>3B. Cognitive skills</b>	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1:</b> Exercise critical thinking in the analysis of a range of appropriate theories, principles and concepts to situations within the digital production pipeline.</p> <p><b>B2:</b> Develop the ability to provide reasoned analysis of current practices in the sector in order to initiate improvement.</p> <p><b>B3:</b> Locate, extract and analyse data from multiple sources, including the appropriate acknowledgement and referencing of sources.</p> <p><b>B4:</b> Develop the ability to critically assess and reflect on own performance and peer feedback, providing constructive feedback where needed.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical based activities, independent project work and work based learning activities.</p> <p>As with Level 4, students will be presented with briefs; however, at Level 5, project based Learning will move to more complex industry defined problems, forcing the students to develop their critical thinking, creativity and communication skills.</p>

<b>3B. Cognitive skills</b>	
	<p>At Level 5, WBL will guide the students to develop more critical awareness, enabling students to formulate ideas and confidently research and experiment to strengthen their outcomes.</p> <p><b>Assessment Methods:</b></p> <p>The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products.</p> <p>Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an important part of formative assessment.</p> <p>Where students solve real life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Plan, design and execute practical activities using techniques and procedures appropriate to the digital screen production industry pipeline.</p>	<ul style="list-style-type: none"> <li>Teaching and Learning Methods: Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing study packs and use of the College's Virtual Learning Environment.</li> </ul>

<b>3C. Practical and professional skills</b>	
<p><b>C2:</b> Demonstrate practical/professional skills within a team setting - adapting and developing new skills and workflows for a digital production pipeline.</p> <p><b>C3:</b> Plan, design and create assets using appropriate media and digital formats.</p> <p><b>C4:</b> Employ creative solutions to complete and industry relevant production. Using industry techniques and production workflows.</p>	<ul style="list-style-type: none"> <li>● Assessment Methods: Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical examination/observation and project reports.</li> <li>● Application and use of online virtual labs that enable students to construct real life scenarios to experiment and test out practical approaches to simulate remote working practises.</li> <li>● Site visits to organisations and companies to reflect on industry standards, procedures, best practice and current trends.</li> <li>● Use of project based modules and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.</li> </ul>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Identify key problem areas and choose appropriate tools and methods, applying numeracy and literacy skills, information and data analysis for appropriate solutions.</p> <p><b>D2:</b> Interact effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships and effective production workflows.</p>	<p><b>Learning and Teaching Methods:</b></p> <p>Key/transferable skills will be developed through lectures, seminars, and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work based activities. Other learning and teaching methodologies include team teaching, demonstration and peer learning.</p>

<b>3D. Key/transferrable skills</b>	
<p><b>D3:</b> Demonstrate personal and interpersonal skills such as the effective planning, organising, management of and responsibility for contributing to the bringing of projects to completion on time either independently or as a team member.</p> <p><b>D4:</b> Evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement.</p>	<p>Learners will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental design of the programme is to stretch learners, develop their skills at Level 5 as preparation for Level 6.</p> <p>Work Based Learning at Level 5 enables students to work in industry (or simulated) contexts, driving them to become effective in their time management, taking responsibility for their work and managing working with others in a professional environment.</p> <p>Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, students are encouraged to develop their self reflection and set targets with the tutor, reflecting on feedback and responding to this.</p> <p><b>Assessment Methods:</b></p> <p>Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products, peer and supervisory review/evaluation.</p>

**Annexe 1 - Curriculum map A5, A6, B5 B6, B7, B8, C5, C6, C7, C8, D5, D6, D7 NOT APPLICABLE**

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																														
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	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	D 7
4	Production Assets 1		X	X						X	X							X			X					X			X			
	Production Pipeline 1	X			X						X	X	X						X	X							X	X				
	Production Assets 2		X	X						X	X							X			X					X			X			
	Production Pipeline 2	X			X						X	X	X						X	X							X	X				

Level	Study module/unit	Programme outcomes																														
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	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	D 7
5	Production Assets 3		X	X						X	X	X						X	X	X						X			X			
	Production Pipeline 3	X			X					X		X	X						X		X						X	X				
	Advanced Production Techniques		X	X						X	X	X						X	X	X						X			X			
	Work Based Learning	X		X	X					X		X	X					X	X	X	X						X	X	X			