Programme specification

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

1. Overview / factual information

Programme/award title(s)	BA (Hons) Art of VFX and Virtual Production
Teaching Institution	Futureworks
Awarding Institution	The Open University (OU)
Date of first OU validation	
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	W614
HECoS Code (if applicable)	100363
LDCS Code (FE Colleges England only	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Communication, Media, Film and Cultural Studies (2024)
Other external and internal reference points used to inform programme outcomes (including QAA	FHEQ Level 6 outcome classification descriptions. Industry Advisory Group.

Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	N/A
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	3 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

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 they 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. Programme overview

2.1 Educational aims and objectives

- Produce skilled, versatile, innovative, and resourceful graduates equipped with the necessary skills and attributes for professional roles in the visual effects-focused media industry.
- Create the next generation of innovative visual effects and digital media creators who push boundaries and redefine storytelling through cutting-edge technology and artistic vision.
- Encourage the next generation to explore the limitless possibilities of digital media and immerse themselves in the ever-evolving world of visual arts.
- Foster a community of passionate individuals who strive to revolutionise the way we experience and interact with digital content.
- Equip students with the essential skills and qualities needed to excel in the dynamic world of visual effects. From mastering intricate software to showcasing innovative storytelling techniques, our graduates are prepared to make a significant impact in the industry.
- Foster talents in individual artists to provide them with the necessary expertise to tackle various professional challenges.

- Develop skilled digital artists with the ability to research, analyse, synthesise, and present visual data, while also interpreting project requirements to meet industry standards. This entails mastering industry standard software and tools, as well as understanding design principles and trends.
- Encourage an understanding of how the artist's role in the media sector involves recognizing individual and team obligations. Effective collaboration with peers and professionals is crucial for success, enabling the blending of diverse skills and fostering a supportive atmosphere for idea generation.
- Foster self-reliant learners proficient in applying cognitive and practical skills for their careers or further academic pursuits.

The programme is designed with an emphasis on inclusivity, supporting students from diverse backgrounds and with a range of needs. Teaching and assessment methods are regularly reviewed to ensure alignment with current industry standards and to foster increasing independence as students' progress through the levels.

2.2 Relationship to other programmes and awards (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards
Certificate of Higher Education Diploma of Higher Education BA Art of VFX and Virtual Production BA (Hons) Art of VFX and Virtual Production

3. Programme structure and learning outcomes

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

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Compositing for VFX	20		20	Yes	1
Asset Integration & Invisible VFX	20		20	Yes	2
3D for VFX	20		20	Yes	1 & 2
Creative Development	20		20	Yes	1
Creative Practice	40		40	No	2

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
Compositing for VFX	20	None	No	1

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
Asset Integration & Invisible VFX	20	None	No	2
3D for VFX	20	None	No	1 & 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Use underlying concepts and principles of digital media and production theory to inform practical work. **A2** Interpret the practice and significance of the creative media industries in society today, using knowledge of historical and contemporary developments. **A3** Employ basic visual language concepts in the creative process, demonstrating an understanding of their application.	Knowledge and understanding are assessed using a range of formative and summative methods that support the development of subject knowledge and applied understanding. Assessment methods enable learners to demonstrate understanding in both theoretical and practical contexts. The principal methods of assessment for this skill area include: • Production journals • Presentations (individual) • Case studies • Project plans • Pre-production materials

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	• Digital portfolios • Project files • Audio-visual breakdowns • Showreels Formative assessment is embedded throughout the programme and supported by ongoing tutor feedback. Feedback is a key component of summative assessment and supports reflection, development, and progression of knowledge and understanding.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Develop and present evidence-based arguments, showing an ability to engage in structured debate within defined contexts. **B2** Identify a range of straightforward and multifaceted problems related to digital media and propose appropriate solutions using basic theories and concepts.	Cognitive skills are assessed through a range of assessment methods that require learners to demonstrate analysis, interpretation, problem-solving, and reflective thinking. Assignments that assess knowledge, understanding, and practical skills also implicitly assess cognitive skills, and therefore, these skills are evaluated across all assessment activity to varying degrees. The principal methods of assessment for cognitive skills include: • Production journals • Presentations (individual and group) • Case studies • Project plans

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Pre-production materials • Digital portfolios • Project files • Audio-visual breakdowns • Showreels • Projects • Documentation and logs • Essays • Viva voce Formative assessment of cognitive skills is embedded

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	throughout the programme and supported by ongoing tutor feedback. Feedback on both written and oral assessments will include commentary on the application and development of cognitive skills. Feedback forms a crucial component of summative assessment, supporting learners in reflecting on their thinking and improving analytical and problem-solving approaches to future work.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Apply foundational creative processes to take an idea from its inception to a fully realized final outcome. **C2** Produce a coherent final product by balancing	Practical and professional skills are assessed using a range of methods that enable learners to demonstrate the effective application of subject-specific skills in both individual and collaborative contexts. Assessment focuses

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
multiple sources and integrating simple production and post-production content within a structured Framework. **C3** Produce written work and documentation that adheres to prescribed academic or industry standards, using appropriate formatting and conventions.	on the development of technical competence, professional practice, and the ability to apply skills appropriately to practical tasks and projects. The principal methods of assessment for this skill area include: • Projects • Practical demonstrations • Testing and online examinations • Presentations (individual) • Production journals • Project plans • Pre-production materials • Digital portfolios • Project files • Audio-visual breakdowns

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Showreels • Documentation, logs, and archives Formative assessment is embedded throughout the programme and typically takes the form of work-in-progress submissions supported by ongoing tutor feedback and feed-forward. This approach supports the development of practical and professional skills over time. Feedback is a crucial component of summative assessment and enables learners to reflect on performance, address areas for improvement, and develop professional standards of practice.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Work collaboratively in teams and interact effectively with others in a range of professional contexts, showing respect and clear communication. **D2** Apply basic time management techniques to plan and complete projects within set deadlines. **D3** Communicate project outcomes and contributions accurately, using structured and coherent arguments in both verbal and written forms.	Key transferable skills are assessed through a range of assessment methods that support the development of communication, teamwork, organisation, problem-solving, and reflective practice. These skills are embedded across academic and practical activities and are developed through both individual and collaborative learning experiences. The principal methods of assessment for this skill area include: • Presentations (individual) • Group and individual projects • Production journals and reflective logs • Project plans and schedules • Digital portfolios • Documentation, logs, and archives

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Case studies • Viva voce and written assignments • Formative assessment is embedded throughout the programme and supported by ongoing tutor feedback. Feedback supports learners in developing transferable skills such as effective communication, time management, collaboration, and self-reflection. Feedback is a crucial component of summative assessment and supports learners in applying these skills in academic, professional, and progression contexts.

[Certificate of Higher Education]

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Digital Environments for VFX and Virtual Production	40		40	No	1 & 2
Digital Sculpting	20		20	Yes	1 & 2
Motion Graphics	20		20	Yes	1
Performance Capture	20		20	Yes	2
Dynamics & Technical FX	20		20	Yes	1 & 2

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
Digital Environments for VFX and Virtual Production	40	None	No	1 & 2
Digital Sculpting	20	None	No	1 & 2
Motion Graphics	20	None	No	2

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
Performance Capture	20	None	No	1
Dynamics & Technical FX	20	None	No	1 & 2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate knowledge of fundamental digital media and production theory, including historical and contemporary developments, to inform practical work and interpret the role of the creative media industries in society today.	Knowledge and understanding are assessed using a range of formative and summative methods that enable learners to demonstrate a deeper and more critical understanding of subject-specific concepts, principles, and practices.

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
A2 Identify and select from a range of computer-generated imagery (CGI) techniques and display competence within a specialist area relevant to digital art practice. **A3** Employ the principles of visual language in the creative process, showing an understanding of how visual elements contribute to digital media production.	Assessment requires learners to apply knowledge in both familiar and less familiar contexts, demonstrating awareness of current practices, debates, and professional standards. The principal methods of assessment for this skill area include: • Production journals evidencing critical reflection and independent learning • Presentations (individual and group) demonstrating structured argument and subject knowledge • Case studies requiring analysis and application of theory to practice • Project plans and pre-production materials demonstrating informed decision-making

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	• Digital portfolios and project files evidencing coherent and technically informed outcomes • Audio-visual breakdowns and showreels demonstrating applied understanding and professional awareness • Formative assessment is embedded throughout the programme and supported by ongoing tutor feedback. Feedback is a crucial component of summative assessment, supporting learners in consolidating knowledge, addressing complexity, and preparing for progression to higher levels of study.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically analyse and evaluate a variety of complex information, drawing on established principles to inform judgement and decision-making within digital media practice. **B2** Formulate and present evidence-based arguments, engaging in debate and discussion that reflects a critical understanding of the subject area. **B3** Identify, solve and refine solutions to multifaceted problems by synthesising visual and verbal ideas and concepts as part of the creative process.	Cognitive skills are assessed through assignments that require learners to analyse, interpret, and evaluate information, concepts, and practices, demonstrating increasing critical awareness and independence of thought. Learners are expected to identify problems, select appropriate approaches, and justify decisions using reasoned argument. The principal methods of assessment for this skill area include: • Projects requiring analytical and evaluative decision-making • Production journals and documentation evidencing reflective and critical thinking

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Case studies requiring comparison, interpretation, and judgement • Essays demonstrating structured analysis and use of evidence • Presentations and viva voce assessing reasoning, argument, and conceptual understanding Formative assessment of cognitive skills is embedded throughout the programme and supported by tutor feedback. Feedback on written and oral work will explicitly address the useof cognitive skills and support learners in refining analytical and evaluative approaches for summative assessment.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Develop and employ creative ideas to produce distinctive work, taking an idea from initial conception through to a coherent outcome. **C2** Use a variety of contemporary techniques to produce professional CGI artefacts, integrating production and post-production content and balancing multiple sources to achieve a high-quality final product. **C3** Produce written work and documentation that meets prescribed academic or industry standards and formatting, demonstrating effective communication and professionalism in line with sector expectations.	Practical and professional skills are assessed through methods that require learners to apply skills with increasing autonomy, responsibility, and awareness of professional standards. Learners are expected to demonstrate competence in planning, execution, testing, and evaluation of practical work within defined but complex contexts. The principal methods of assessment for this skill area include: • Projects requiring independent and collaborative practical outputs • Practical demonstrations evidencing technical competence and problem-solving

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Testing and online examinations assessing applied knowledge and skills • Presentations (individual and group) demonstrating professional communication • Production journals, documentation, logs, and archives evidencing workflow management and reflective practice • Digital portfolios and showreels demonstrating professional-quality outcomes Formative assessment takes the form of work-in-progress submissions supported by tutor feedback and feed-forward.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Feedback is a crucial component of summative assessment ,enabling learners to evaluate performance, refine professional practice and demonstrate readiness for progression.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate complex ideas and evidence-based arguments confidently and effectively using verbal, visual and written methods suited to diverse audiences and professional contexts. **D2** Apply time management techniques to plan, organise and execute projects, meeting deadlines and adapting to changing requirements.	Key transferable skills are assessed through methods that require learners to develop and demonstrate effective communication, collaboration, problem-solving, decision making, organisation, and reflective practice. Learners are expected to apply these skills with increasing autonomy and independence in more complex or less familiar

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
D3 Collaborate with others, contributing constructively to team activities and demonstrating flexibility and initiative in professional settings.	contexts. The principal methods of assessment for this skill area include: • Presentations (individual and group) demonstrating communication, teamwork, and professional engagement • Group and individual projects requiring planning, collaboration, and problem-solving • Production journals and reflective logs evidencing critical self-evaluation and reflective practice • Project plans and schedules demonstrating effective organisation and time management • Digital portfolios showcasing professional-level outcomes • Documentation, logs, and archives evidencing workflow management and reflective practice

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Case studies and essays requiring analytical reasoning and critical evaluation • Viva voce assessing clarity of thought, argumentation, and reflective insight Formative assessment is embedded throughout the programme and takes the form of work-in-progress submissions supported by tutor feedback and feed-forward. Feedback is a crucial component of summative assessment, enabling learners to critically evaluate performance, refine transferable skills, and demonstrate readiness for professional practice or further study.

[Diploma of Higher Education]

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single registerable module?**
Major Project	40		40	No	1 & 2	
Advanced Digital Environments and Virtual Production	40		40	No	1 & 2	Yes
Professional Futures	40		40	No	1 & 2	Yes

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate a systematic understanding of digital media and production theory, drawing on historical and contemporary developments to critically interpret the practice and significance of creative media industries in society today. **A2** Select and apply a range of computer-generated imagery (CGI) techniques, displaying a high level of competence within a specialist area of digital art and articulating the impact of these choices on personal work style. **A3** Employ advanced principles of visual language in the creative process, using established techniques of	Knowledge and understanding are assessed using a range of formative and summative methods that enable learners to demonstrate a systematic and critical understanding of key concepts, principles, and practices within the subject area. Assessment requires learners to critically evaluate theory and practice, apply knowledge to complex and unpredictable contexts, and demonstrate awareness of current research, professional practice, and emerging developments. The principal methods of assessment for this skill area include:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
analysis and enquiry to inform creative decision-making in digital media production. **A4** Critically evaluate the ethical, cultural and professional responsibilities associated with digital media practice, demonstrating an appreciation of the uncertainty, ambiguity and limits of knowledge in the creative industries.	• Production journals demonstrating critical reflection and independent learning • Presentations (individual and group) articulating complex ideas and informed viewpoints • Case studies requiring critical evaluation and synthesis of theory and practice • Project plans and pre-production materials evidencing strategic decision-making • Digital portfolios and project files demonstrating coherent, professional-level outcomes • Audio-visual breakdowns and showreels evidencing applied understanding and industry awareness

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Formative assessment is embedded throughout the programme and supported by ongoing tutor feedback. Feedback is integral to summative assessment, supporting learners in refining understanding, addressing complexity, and demonstrating readiness for professional practice or further study.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critically analyse and evaluate complex information, applying advanced conceptual understanding to interpret information, assess competing perspectives, and inform creative and professional practice in digital media. **B2** Formulate and sustain evidence-based arguments, engaging confidently in debate and discussion, and demonstrating the ability to critique alternative viewpoints within the field. **B3** Identify, solve, and refine solutions to multifaceted problems by synthesising and developing visual and verbal ideas and concepts, demonstrating originality and creativity throughout the creative process.	Cognitive skills are assessed through assignments that require learners to demonstrate critical analysis, synthesis, evaluation, and independent judgement. Learners are expected to identify, define, and resolve complex problems, justify decisions using evidence and theory, and reflect critically on outcomes and processes. The principal methods of assessment for this skill area include: • Independent and group projects requiring evaluative and strategic thinking • Production journals and documentation evidencing critical reflection and synthesis • Case studies requiring comparison, critique, and informed judgement

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
B4 Reflect critically on personal learning and creative outcomes, evaluating strengths and areas for development to enhance independent thinking and continuous improvement in digital media practice.	• Essays demonstrating sustained critical argument and use of evidence • Presentations and viva voce assessing reasoning, critical engagement, and autonomy of thought • Formative assessment of cognitive skills is embedded throughout the programme and supported by tutor feedback. Feedback on written and oral work will explicitly address the development and application of higher-level cognitive skills and support learners in refining evaluative and critical approaches.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Develop, refine and realise creative ideas from initial conception through to distinctive final outcomes, demonstrating originality and advanced problem-solving in digital media production. **C2** Select and apply a range of contemporary techniques to produce professional CGI artefacts and coherent final products, integrating multiple sources and balancing production and post-production processes to meet complex project requirements. **C3** Deliver media and written documentation in formats that meet production requirements and prescribed academic or industry standards, evidencing professionalism, technical proficiency and effective communication.	Practical and professional skills are assessed through methods that require learners to apply skills with a high degree of autonomy, responsibility, and professional judgement. Learners are expected to demonstrate advanced technical competence, effective self-management, and the ability to respond to complex and unpredictable professional scenarios. The principal methods of assessment for this skill area include: • Major projects requiring independent planning, execution, and evaluation • Practical demonstrations evidencing advanced technical and problem-solving skills

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
C4 Manage complex digital media projects independently or as part of a team, demonstrating effective leadership, collaboration and adaptability in professional environments.	• Testing and online examinations assessing applied and strategic knowledge • Presentations (individual and group) demonstrating professional communication and leadership • Production journals, documentation, logs, and archives evidencing professional workflows and reflective practice • Digital portfolios and showreels demonstrating industry-ready outcomes Formative assessment takes the form of work-in-progress submissions supported by tutor feedback and feed-forward.

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Feedback is a crucial component of summative assessment, enabling learners to critically evaluate performance, refine professional practice, and demonstrate readiness for employment or postgraduate study.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Communicate complex ideas and evidence-based arguments confidently and effectively using advanced verbal, visual and written methods, adapting style for specialist and non-specialist audiences.	Key transferable skills are assessed through methods that require learners to develop and demonstrate advanced communication, leadership, collaboration, problem-solving, decision-making, organisation, and reflective practice. Learners are expected to apply these skills independently,

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
D2 Work successfully in teams and interact professionally with others across a range of contexts, demonstrating leadership, initiative and the ability to resolve challenges collaboratively. **D3** Implement advanced time management techniques to plan, execute and deliver complex projects, while performing critical self-analysis to identify skills gaps and plan personal development that maximises employment potential. **D4** Critically evaluate and apply ethical principles and professional standards in decision-making and communication within digital media practice.	strategically, and in complex, professional, or unpredictable contexts. The principal methods of assessment for this skill area include: • Presentations (individual and group) demonstrating leadership, professional communication, and strategic collaboration • Independent and group projects requiring planning, problem-solving, and decision-making • Production journals and reflective logs evidencing critical self-evaluation and professional-level reflection • Project plans and schedules demonstrating strategic organisation and time management • Digital portfolios showcasing industry-ready outcomes

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	• Documentation, logs, and archives evidencing professional workflows and reflective practice • Case studies and essays requiring critical analysis, evaluation, and synthesis of complex information • Viva voce assessing clarity of thought, argumentation, and reflective insight Formative assessment is embedded throughout the programme takes the form of work-in-progress submissions supported by tutor feedback and feed-forward. Feedback is a crucial component of summative assessment, enabling learners to critically evaluate performance, refine transferable skills, and demonstrate readiness for professional practice, postgraduate study, or complex problem-solving in real-world contexts.

[BA (Hons) Art of VFX and Virtual Production, BA Art of VFX and Virtual Production]

To be awarded an Ordinary Degree, the student must complete 120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6 achieved through completing a combination of any two of the following modules:

- Major Project (40 credits)
- Advanced Digital Environments and Virtual Production (40 credits)
- Professional Futures (40 credits)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**

➢ where in the structure above a professional/placement year fits in and how it may affect progression
➢ any restrictions regarding the availability of elective modules
➢ where in the programme structure students must make a choice of pathway/route

- **Additional considerations for apprenticeships:**

➢ how the delivery of the academic award fits in with the wider apprenticeship
➢ the integration of the 'on the job' and 'off the job' training
➢ how the academic award fits within the assessment of the apprenticeship

N/A

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

Student Services Support

Futureworks has dedicated Student Services team operating from the Student Advice Centre on floor 3. The Student Advice Centre (SAC) is open 10am-12.30pm & 1.30pm-4.30pm Monday-Friday. Students can visit SAC any time during opening hours to speak to a member of staff or make contact via email. The nature of support offered is dependent on the individual seeking it but in general includes:

1-1 pastoral advice and guidance to students who may be experiencing anything affecting their time at Futureworks, for example:

- mental health
- financial support
- disability support
- feeling homesick
- a confidential space to discuss worries or concerns.

Also, advice with regards to

- health
- bullying
- discrimination
- harassment
- Referral and signposting for additional support e.g., counselling (via an external provider)

Personal Tutor Support

Students are allocated a Personal Tutor who plays a central role in student support. Working in conjunction with Module Leaders and Heads of Schools, Personal Tutors provide the support, advice and guidance that will enable students to gain the most from their studies at Futureworks.

The Personal Tutor roles include:

- Academic monitoring and advice
- personal development tutorials
- General pastoral care (referring more complex / sensitive issues to the Student Welfare Officer)

Students receive regular formative and summative feedback, with guidance on how to reflect on and apply this feedback to future work. The programme ensures accessible assessment by offering a variety of assessment formats and providing additional support or reasonable adjustments to meet individual needs.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Standard Entry: Applicants are required to have at least a Level 4 or grade 'C' in GCSEs Maths and English Language or equivalent and 104 or above UCAS points (for example B, C, C or above at A2 Level, DMM or above at BTEC Extended Diploma Level, M or above at UAL Level 3 Extended Diploma Level) and a proven interest in the subject area. Qualifications such as Graded Examinations in Music Performance and Arts Award (Gold) can also count towards your UCAS points.

International Entry: Equivalent international qualifications will be considered towards meeting the entry requirements for standard entry. Additionally, international applicants will need to have an English Language qualification at International Level B2 or higher, such as an IELTS of 6.0 or better (with 5.5 in each skill: reading, writing, speaking and listening). Students with equivalent qualifications will also be accepted.

Equivalences include:

- Trinity College London: a pass in test ISEI and a pass in test ISEII
- Language Cert: Academic SELT (from 18 December 2023): 60 or International ESOL SELT: 33/50
- Pearson PTE Academic for UKVI: 59
- PDI Services (UK) Ltd: Pass in Skills for English UKVI

Non-standard Entry: Applications from individuals with non-standard qualifications, relevant work or life experience will be equally considered. These applicants will be required to attend an interview as part of the application process. Interviews will be in person or online, depending on the location and availability of the applicant.

Accreditation for Prior Learning: UK and International applicants with qualifications or professional experience equivalent to the knowledge and skills developed during years one or two of this programme may be granted Accreditation for Prior Learning (APL), enabling them to join the programme at the start of year two or three.

If an applicant thinks they may be eligible for APL they should contact our Admissions team on admissions@futureworks.ac.uk. Please note that APL will not exempt applicants from the selection process, or, for international students, the IELTS 6.0 (or equivalent) requirement.

SRM Entry: For standalone modules, otherwise known as Single Registerable Modules (SRMs), applications will be considered on a case-by-case basis and an interview will be required with the Programme Leader. APL for 20-credit modules may be awarded (see the Accreditation of Prior Learning (APL) Policy for more information).

Decisions will be made jointly by the Admissions Officer and Programme Leader to ensure relevance and currency of prior experience before an offer is issued.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience
As the senior academic authority of Futureworks the Academic Board has responsibility for the monitoring of academic quality and standards, as delegated by the Board of Directors.

Annual review is conducted at module, programme, school and institutional level by relevant staff using both internal and external data, as outlined in the Academic Quality Handbook. Interim review of programmes is conducted 3 times per year as data becomes available. Reviews incorporate Module Evaluation and Student Experience Survey feedback from students, External Examiner reports, feedback from industry professionals via the Industry Advisory Group and Link Tutor feedback. Interim and annual reviews include Action Plans which are monitored by relevant committees. Futureworks uses benchmarking in relation to the OfS dashboard and NSS data to ensure that Futureworks programmes are delivering comparable outcomes and student experiences and this is included in the Academic Board Annual Report.

11. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes											Available as single registerable module?
		A1	A2	A3	B1	B2	C1	C2	C3	D1	D2	D3	
4	Compositing for VFX	✓		✓		✓	✓	✓				✓	Y
	Asset integration & invisible VFX	✓		✓	✓	✓	✓	✓	✓				Y
	3D for VFX	✓					✓	✓	✓		✓		Y
	Creative development	✓	✓	✓	✓	✓	✓	✓				✓	
	Creative practice	✓		✓	✓	✓		✓	✓	✓			

Level	Study module/unit	Programme outcomes												Available as single registerable module?
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	
5	Digital Environments for VFX and Virtual Production	✓		✓	✓	✓		✓	✓	✓			✓	Y
	Digital sculpting	✓			✓	✓		✓	✓	✓			✓	Y
	Motion graphics	✓	✓		✓			✓	✓		✓			Y
	Performance capture	✓	✓	✓	✓	✓			✓		✓			Y
	Dynamics & technical FX	✓		✓		✓	✓	✓	✓		✓			Y

Level	Study module/unit	Programme outcomes																Available as single registerable module?
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
6	Major project	✓	✓	✓		✓	✓	✓		✓	✓			✓				
	Advanced Digital Environments and Virtual Production	✓	✓	✓		✓		✓		✓	✓	✓	✓		✓	✓		Y
	Professional futures		✓		✓	✓	✓		✓			✓		✓				Y

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behavious.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																										

Level	Study module/unit	Apprenticeship standard																							
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
6																									

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: Subject Benchmark Statements

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.