

Programme Specification for BA (Hons) Animation

This document applies to students who commence the programme in or after
September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Honours
5.	Programme title	Animation
6.	Pathways available	Single, Joint, Major, Minor
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Either full or part time
9.	UCAS Code	<p><u>Single Honours:</u> Animation BA - W616 BA/Ani</p> <p><u>Joint Honours:</u> Animation and Computing BA - WI61 MoD/AniCom Animation and Creative Digital Media BA - WW6G BA/AniCDM Animation and Digital Film Production BA - W690 BA/AniDFP Animation and Fine Art Practice BA - WW61 BA/AniFAP Animation and Graphic Design & Multimedia BA - WWP2 BA/AniGDM Animation and Illustration BA - WW6F BA/AniIll Animation and Screenwriting BA - BA WW68 BA/ASW</p>
10.	Subject Benchmark statement and/or professional body statement	QAA subject benchmark statement. Art and Design 2008
11.	Date of Programme Specification preparation/ revision	<p>January 2013. September 2013 Level 4 Joint Animation and Creative Digital Media requirements corrected. March 2014 – New module ANIM1005. Joint Honours requirement at L6 updated. April 2014- JOIN coded modules added to Level 6 JH options. June 2014- CDME1011 removed from L4 Award Map notes and replaced with DFPR1101. August 2014 and October 2014 – regulations amended. May 2015 – Pre-requisite corrected for ANIM2001. January 2017 – ANIM1003 recoded as ILTN1003 and title changed. June 2017 - Change of status for Level 4 Joint pathway for: ILTN1003 from mandatory</p>

		to not available; ANIM1001 and ANIM1002 from optional to mandatory; ANIM1004 from not available to optional. August 2017 - AQU amendments.
--	--	---

12. Educational aims of the programme

Scope and characteristics of the Animation course

The course is designed to develop students' knowledge and understanding of the subject and also develop practical skills in Animation. Underpinning the basic drawing ability and software skills, is a strong emphasis on development of a questioning attitude to increasingly demanding projects. Alongside research and critical skills, this is seen as vital to the development of the students' identity as an animator. The scope offers a balance between professional considerations and pedagogic elements. Students' individual, creative, reflective and questioning responses to their work are important objectives, and it is anticipated that, by developing these attributes, they will ultimately achieve the qualities of creative and professional and independence that will be vital for them successfully to pursue their chosen career.

At level four, students are introduced to concepts and techniques in the subject through prescriptive teaching. This enables them, and the staff who teach them, to begin the process of identification of their strengths, weaknesses and identity as animators. These introductory modules embed theoretical and contextual aspects of visual communication and also familiarize students with processes of delivery and assessment.

This process is developed through level five, in which students become more independent as learners such that, at level six, they are able to engage with their subject through self-directed, and self-motivated, study, research and practice. The final exhibition within ANIM3014, Professional Practice module, represents the culmination of this learning journey, in which the student demonstrates their competence as a versatile professional animator, practising on a theoretical and contextual base that is broad and substantial and able to direct their work through a reflective, and honest, application.

The key educational aims of the course are to:

- harness students' interest in Animation to develop, broaden and contextualise their knowledge base of Animation and Digital Arts;
- develop students creative, imaginative, technical and problem solving skills to enable them to perform effectively and creatively in Animation and related industries;
- encourage students to appreciate relationships between concepts and practices, both within animation and with other subject areas;
- develop intellectual, practical & creative skills appropriate to future interests and needs in relation to further study, employment or both;
- develop students critical and analytic skills as well as their ability to derive and apply principles and concepts from practical digital media experience;
- produce students who exercise independent judgement, are self-reliant and have the ability to work co-operatively with others.

13. Intended learning outcomes and learning, teaching and assessment methods

Intended learning outcomes within the subject specialism:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes relating to animation.

On successful completion of the course, students will be able to:

- understand the relationship between critical analysis and the practical application of animation;
- value the relationship between form and function and their relationship to concepts of usability and/or narrative;
- explore, analyse and solve design problems;
- use visual judgment and subjective aesthetics in development and production of work;
- understand the cultural, social & historical contexts in which animation operates;
- organise and communicate concepts in written, verbal, visual and virtual forms;
- work and co-operate with colleagues and clients;
- understand how to be an independent learner through critical reflection on their own work;
- articulate effectively, persuasively and accurately, in visual, oral and written forms;
- demonstrate personal responsibility, self-motivation and self-confidence to solve problems and take creative risks;

In addition, on successful completion of the single honours course students will be able to:

- adopt an approach to animation principles and concepts that takes into account client and audience concerns as well as changes in technology both now and in the future;
- exploit skills in the selection and use of available modes of expression through the engagement with issues in the subject;
- demonstrate expert competencies in the use of appropriate software and hardware tools through synthesis of artifacts relevant to the field of Animation;
- draw on a positive and responsible attitude to study and research and confidence in making and defending judgments.

Students will develop these skills through the following teaching, learning, and assessment methods:

- Regular tutorials both in groups and individual
- Studio based environments, and workshops
- Engaging with planning and negotiating workload contacts in form of proposals.
- Engage with peer assessment and feedback
- Regular and in-depth written, and oral constructive feedbacks
- Use of formative, diagnostic assessments during the course of the production.
- Submission of project for summative assessment
- Reviewing and screening of films and practise involved in animation
- Develop and understanding of the culture of animation through research and investigation and examining current thoughts and trends
- Use of seminars and learning groups to discuss and develop and argument.
- To articulate both practical and contextual ideas in writing
- Working as an effective part of a production group
- Be a responsible member of a production group by producing work that contributes to the success of the production
- Present, pitch and defend ideas within production groups and wider peer groups
- Articulate ideas through writing a synopsis and treatment
- Compiling visual research journal, sketchbooks and a body of supportive work
- Defend ideas and develop those ideas through a visual format
- Engage with literature research, referencing, and research methodologies
- Compile and present this body of work in an appropriate manor for submission

14. Assessment Strategy

The Animation course sees assessment as an integral part of learning. As such consideration is given to how students develop skills in relation to the various forms of

assessment required by the course – in terms of learning opportunities, formative assessment and feedback, and progression. The detail of this consideration is as follows:

1. A balanced integration of formative and summative assessments in the structure of all modules.
2. An appropriate range of assessment modes and tasks, such as:
 - Visual and written research
 - Presentations to the module group
 - Written learning journal
 - Essay or report

Where a module has several assignment elements and requires each to be passed before an overall pass mark is awarded, it shall be made explicit in the module document, and made clear to students before they commence the module.

3. A balance of assessment is designed over the course of a semester/academic year and reflected in the course assessment map.
4. Reliance on a single assessment point has been minimised with formative submissions and feedback throughout the course of the semester/s.
5. Regular formative feedback especially at level 4 aids learning. This is part of staged assessment strategy, to permit students to benefit from feedback and to re-work or develop further aspects of an assignment. This may include multiple learning assignments with learners submitting a section of their best work for grading.
6. 30 and 45 Credit modules have formative assessment and / or portfolio work to build scaffolding and feedback into the module.

Level Four

At level four the course is more prescriptive, with an emphasis on the practice of craft skills and the assessment strategy reflects this by looking to test the learners continued development of skills by providing the relevant scaffolding based on formative assessments entwined with regular summative assessments stressing improving much needed skills that will be required in later levels as tools needed to tackle the complex nature of animated form.

Level Five

Based on QAA bench marks attributes and skills “anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity” level five design considers the need for the learners to experiment without the fear of being penalized for failure. Building on level four's assessment strategy of formative feedbacks and regular formative assessments and multiple smaller submissions the learners are encouraged to experiment in full knowledge that learning outcomes are to be assessed more than once during the course of the modules.

Level Six

Combination of good craft skills and work based on rigorous experimentation and development aids the design of the level six is based on independent studies, where the last two years riggers are put into practice. While tutor input is somewhat less as the studies are driven by the learner, scaffolding is designed in form of early assessment points to ensure the correct structures are in place. These take the form of presentation and formal submission of proposal forms and interim reviews forming the main structure and support while allowing the learner to continue to work independently.

15. Programme structures and requirements

Award Map

Course Title: Animation	Year of entry: 2017/18 onwards
--------------------------------	---------------------------------------

Level 4						
Module Code	Module Title	Credits (Number)	Status (Designated (D) or Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons	Joint Hons		
ANIM1001	Origin and Function	15	M	M	None	None
ANIM1002	Introduction to Animation: Human Locomotion	15	M	M	None	None
ILTN1003	Drawing for Illustrators	30	D	N/A	None	None
ANIM1004	Character and Characterisation	15	O	O	None	None
ANIM1005	Fundamentals of modelling for Games Art and Animation: Asset Creation	15	O	O	None	None
DFPR1101	Crafting the Moving Image	30	M	M	None	Excluded combination CDME1011
DFPR1104	Introduction into Sound Design	15	O	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include ANIM1001 (15 Credits) ANIM1002 (15 Credits), ILTN1003 (30 Credits) and DFPR1101 (30 Credits). Optional modules can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English

as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:
<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint Honours Requirements at Level 4

Joints which have a shared Mandatory or excluded combination modules are entitled to select optional modules listed below:

Joint Animation and Film Production

DFP1101 (30 credit) is mandatory for both Animation and Film Production pathways. Students on this pathway must take DFP1101, DFPR1102, ANIM1001 and ANIM1002, plus *either*, ANIM1004 (15 Credits) *or* ANIM1005 (15 Credits) from Animation, *either* DFPR1103 (15 credits) *or* DFPR1104 (15 Credits) or DFPR1105 (15 credits) from Film Production.

Joint Animation and Creative Digital Media

DFPR1101 is an excluded combination for the Animation/Creative Digital Media pathway. Students on this pathway must take ANIM1001 (15 credits), ANIM1002 (15 credits), ANIM1004 (15 Credits) and ANIM1005 (15 Credits) from Animation and CDME1011 (30 credits) and GDES1010 (30 credits) from Creative Digital Media.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
ANIM2000	2D Animation	15	O	O	O	O	ANIM1012 or ANIM1001	None
ANIM2001	Introduction to CGI 1: Modelling & texturing	15	M	O	O	O	ANIM1001 or ANIM1012 or DFPR1101	None
ANIM2002	Introduction to CGI 2: Rigging and Animation	15	O	O	O	O	ANIM1001 or ANIM1012 or DFPR1011	None
ANIM2003	Stop Motion	15	M	O	O	O	ANIM1001 or ANIM1002 or ANIM1012.	None
ANIM2004	Animation Production: Narrative Workflows	30	M	O	O	O	ANIM1012 & ANIM1003	None
ANIM2015	Experimental Animation	30	M	M	O	O	ANIM1012 & ANIM1003	None
CDME2008	Concept Generation, Research and Preproduction	15	O	O	O	N/A	None	Excluded combination CDME3008
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include ANIM2001 (15 Credits), ANIM2003 (15 Credits), ANIM2004 (30 Credits) and ANIM2015 (30 Credits). Optional modules can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include ANIM2004 (30 credits) and ANIM2015 (30 credits)

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include ANIM2004 (30 Credits) or ANIM2015 (30 Credits). Joint students may also take both ANIM2004 (30 Credits) and ANIM2015 (30 Credits).

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include **either** ANIM2004 (30 Credits) **or** ANIM2015 (30 Credits)

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
ANIM3001/2	Independent Study	30	O	O	O	N/A	None	Excluded combination ANIM3013
ANIM3005	Animation Extension Module	15	O	O	O	O	Any Level 5 ANIM coded Module	None
ANIM3010	Animation Negotiated Production 3	45	M	O	O	O	None	Taken in one semester. Excluded combinations ANIM3027, ANIM3026
ANIM3013	Pre-Production Practices	30	O	O	O	O	None	Excluded combinations ANIM3001, ANIM3002
ANIM3014	Animation Professional Practice	30	M	M	O	N/A	None	Excluded combinations ARTD3108, CDME3033, DFPR3103, GDES3012, ILTN3009
ANIM3026	Animation Negotiated Production 1	15	N/A	N/A	O	O	None	Excluded combinations ANIM3010, ANIM3027
ANIM3027	Animation Negotiated Production 2	30	N/A	O	O	O	None	Taken in one semester. Excluded combinations ANIM3010, ANIM3026

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include ANIM3010 (45 credits), ANIM3014 (30 credits), and **either** ANIM3001/2 (30 credits) **or** ANIM3013 (30 credits).

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include ANIM3014 (30 credits) and **either** ANIM3001/2 (30 credits) **or** ANIM3010 (45 credits) **or** ANIM3027 (30 credits).

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students taking their Independent Study (equivalent) in this subject must take **either** ANIM3001/2 (30 credits) **or** ANIM3013 (30 credits).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include ANIM3010 (45 credits) **or** ANIM3026 (15 credits) **or** ANIM3027 (30 credits).

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. QAA and Professional Academic Standards and Quality

The learning outcomes and design of the Animation Course have taken into account the Art and Design benchmarks established by the QAA in their Academic Standards statement of 2008.

4.1 The principal aim of undergraduate education in art and design is to facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and mastery of the essential skills which will equip and prepare students for continuing personal development and professional practice.

In accordance with the QAA Framework for HE Qualifications (2008, page 18), Honours degrees are awarded to students who have demonstrated the following qualities. These are matched, below, to the assessment criteria for Art and Design, of which Animation is a component course.

- 1) A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;
 - *Generating and selecting ideas*
 - Research and analysis of information, contextualization and/or critical thinking
 - Communication
 - Process and/or concept development
- 2) An ability to deploy accurately established techniques of analysis and enquiry within a discipline
 - Research and analysis of information, contextualization and/or critical thinking
- 3) Conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;

 - *Generating and selecting ideas*
 - *Process and/or concept development*
 - *Research and analysis of information, contextualization and/or critical thinking*
- 4) An appreciation of the uncertainty, ambiguity and limits of knowledge;
 - Research and analysis of information, contextualization and/or critical thinking
- 5) The ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).
 - Research and analysis of information, contextualization and/or critical thinking.

 - Collaborative and process management
 - Process and/or concept development

Typically, holders of the qualification will be able to:

- a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
 - Process and/or concept development

- Communication
- b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
 - Research and analysis of information, contextualization and/or critical thinking
 - Process and/or concept development
- c) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;
 - Communication

and will have:

- d) qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
- Collaborative and process management
- Investigation, enquiry and visualization
- Process and/or concept development
- Research and analysis of information, contextualization and/or critical thinking

17. Support for students

The Animation Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial induction week programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of Humanities and Creative Arts (IHCA) Fresher's Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the mandatory and optional modules to provide an overview of the programme. Direct entry students are provided with induction into Mandatory and optional modules. This is followed by regular tutorials and mentoring for at least the first semester of their studies.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available during semesters for drop-in sessions.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester.

Level 4

Semester 1

Week five (Worcester week 1) is the designated time to meet the first years as group, This is followed by individual tutorials in the second Worcester Week.

Semester 2

Meetings are to be held during mandatory modules. Week 22 is designated group meeting to discuss module choices in preparation for level 5, and individual tutorials are held in week 24.

Level 5

Semester 1

Week five (Worcester week 1) is the designated time to meet the 2nd years for individual tutorials with Week ten (Worcester week 2) designated for group meeting with 2nd years.

Semester 2

Meetings are to be held during mandatory modules. Week 20 is designated group meeting to discuss module choices in preparation for level 6, and individual tutorials are held in week 26.

Level 6

Semester 1

Week one group meeting to ensure student preparedness for rigours of independent studies, followed by individual tutorials along the semester during mandatory module (ANIM3014).

Semester 2

Individual tutorials during ANIM3014 based on the theme of “life after university”.

Staff teaching students on module support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The [Disability and Dyslexia Service](#) within [Student Services](#) specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18. Admissions

Admissions policy

The Animation course, in line with the University policy, welcomes applications from motivated students with appropriate qualifications, traditional and non-traditional, academic and vocational. Our students come from diverse backgrounds and have a whole range of qualifications both from the UK and overseas. We consider applicants to our courses solely on the basis of their merit, ability and potential. We welcome applicants who hold alternative qualifications/experience different to those traditionally

offered who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. Although recent preparatory study at an appropriate level (e.g. an Access course) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability. University Admissions Office staff will be able to offer information, advice and guidance on this process.

We will consider all information contained within the application form, or produced at interview. This might include past academic performance, predicted grades, personal statements, academic and personal references and any other evidence of skills, aptitude and potential to succeed. Relevant experience (particularly for professional courses where this may be required) is particularly valued.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Shortlisted applicants are invited to attend for interview and to provide a portfolio of their work for consideration.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

Admissions procedures

Applicant to the course are required to attend a portfolio interview to ensure eligibility, but perhaps more importantly for the teaching team to ascertain if Worcester can provide the right environment and the expertise for each individual to realise their aspirations. Prior to the interview each applicant is given a full tour of the facilities and teaching spaces students of the course use.

Full-time applicants apply through UCAS (W616)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Students are expected to demonstrate a background in art, design or media and to provide evidence of this. Students must meet the following selection criteria:

- Attending an interview (for international applicants, and in exceptional cases submission of electronic portfolios along with answers to pre-determined questions can be arranged).
- Evidence of good drawing skills for communication.
- A passion for the subject.
- General knowledge and understanding of nature of the subject.

Would like to see evidence of, **but are not necessary** to be offered a place:

- Excellent communication through drawing.
- Evidence of life drawing experience

- Good selection of sketch books with substance (i.e. giving an insight to ideas generation and critical thinking through a visual approach rather than long annotations).
- Good knowledge of cultural and contextual aspect of the animated form, and its impact on contemporary media and arts.

Candidates are **not expected** to have evidence or experience of any practical Moving image evidence (live action film or Animation).

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Animation Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement that operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA

Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.

- External Examiner visits aim to include space where students can provide feedback to the External Examiner.

The Animation Team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops provided by the Educational Development Unit
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for Hourly Paid Lecturers (HPLs)
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the [Taught Courses Regulatory Framework](#).

21. Indicators of quality and standards

NSS Scores

The past two years NSS results have been satisfactory, with staff enthusiasm scoring an average of 4.2, and fairness of assessments scoring an average of 3.9.

Student Progression

Student progression has been for most part excellent and close to 100%.

External Examiner comments

The External Examiner has confirmed that the standards on the course are consistent with what is considered current and further comments that:

- from the evidence I have seen the aims and outcomes are suitable for an animation course;
- the current use of software skills seems to be industry relevant with a decent balance of animation performance and modelling, rigging skills necessary to create a broad based knowledge of this industry.

Staff Achievements

The Animation staff have wide and varied professional experiences. All are practitioners in their fields of expertise which range from concept design for Games and Animation, to computer-generated visualisation and factual animation. While some of the current staff have worked as independent filmmakers producing short animated films, others derive their experience from working within larger productions for Games and Animation. They provide broad based experience covering both traditional skills and approaches such as 2D animation, Stop motion, Clay Animation, and the latest approaches in Computer Graphic Imaging (CGI) including Animation, Motion Capture and Visual Effects for film and television.

Student employability

The animation course's main focus in student employability starts at level five within ANIM2004 (Animation Production: Narrative Workflows) where learners are expected to engage with making a pitch, preparing for a group production and being able to discuss their production through writing of a synopsis and treatment. Furthermore there are opportunities for the learners to engage with live projects.

The Professional Practice module, at level six, is designed to focus students on considering their future careers, through an engagement with Animation and Animation related industries. These include;

- Visits by practitioners from various relevant industries, both national and regional to provide insight and to encourage networking.
- Work experience
- Engaging with live projects
- Cutting a showreel

Finally the institute wide scheme of Careerfest which falls within the third Worcester week provides students with opportunities to engage with a range of advice and input from professionals working across a range of industries which graduates of this Animation may consider entering.

Graduate Destinations

2011/12 data highlights graduate employability as 56% employed and 22% self-employed with 57% of employments in Arts related jobs. While this data is based on the first year it confirms the Animation courses direction and ethos in adopting industry approaches and standards.

Links with employers

Links with the industry reflect the diversity the course has to offer. These include both regional and national production houses and individuals. Their input to the course is varied, from visiting to lecture to the delivery of master classes and offering students short work experience placements. The list of these companies include:

- *Aardman, Bristol, Work placement.*
- *CharacterShop, Birmingham, Visiting lecture, work placement*
- *Salty Animation, Ludlow, Visiting Lecture*
- *Second Home Studios, Birmingham, Visiting lecturer*
- *Avogousta Zourelidi, Animation Director, Bristol, Visiting lecturer*

- *Andrew Mills, Animator, Bristol, Visiting lecture*
- *Andrew Britten, VFX Artist, London, Visiting lecturer*

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 associated course documentation e.g. course handbooks, module outlines and module specifications.