

Programme Specification
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1.	<b>Awarding Institution/Body</b>	Luminate Education Group
2.	<b>Delivery Location(s)</b>	<i>Quarry Hill Campus</i>
3.	<b>Programme Externally Accredited by (e.g. PSRB)</b>	<i>N/A</i>
4.	<b>Award Title(s)</b>	<i>Foundation Degree Animation</i>
5.	<b>FHEQ Level</b> <i>[see guidance]</i>	5
6.	<b>Bologna Cycle</b> <i>[see guidance]</i>	Short cycle (within or linked to the first cycle) qualifications
7.	<b>HECoS Code and Description</b>	
8.	<b>Mode of Attendance</b> <i>[full-time or part-time]</i>	<i>Full Time</i> <i>Part Time</i>
9.	<b>Relevant QAA Subject Benchmarking Group(s)</b>	FD Characteristics Statement 2020 Subject Benchmark Statement, Art and Design, 2019 Subject Benchmark Statement, Communication, Film, Media and Cultural Studies, 2019
10.	<b>Relevant Additional External Reference Points</b>	<p>Nos Standards: Work on projects involving immersive technology Create stop motion animation Create 2D animation Create 3D animation</p> <p>Skills Industries Growth Network Report: Ozimek, A (2021) <i>Skills Shortages, Gaps and Training Needs in the screen industries in Yorkshire and the Humber</i> University of York</p> <p>Animation UK Report: Animation UK (2018) <i>We need to talk about skills: A skills analysis of the UK Animation industry,</i></p>

11.	Date of Approval/ Revision																			
12.	<p style="text-align: center;"><b>Criteria for Admission to the Programme</b></p> <p style="text-align: center;"><u>Foundation Degree Entry Criteria</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Typical offer</th> <th style="width: 35%;">Minimum Offer</th> </tr> </thead> <tbody> <tr> <td><b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b></td> <td>48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject</td> </tr> <tr> <td><b>IELTS:</b></td> <td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> <tr> <td><b>International qualifications:</b></td> <td colspan="2">International qualifications will be assessed against these criteria</td> </tr> <tr> <td><b>Mature applicants:</b></td> <td colspan="2">University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i></td> </tr> <tr> <td><b>RPL claims:</b></td> <td colspan="2">The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Additional entry criteria</u></p>			Typical offer	Minimum Offer	<b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b>	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject	<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.		<b>International qualifications:</b>	International qualifications will be assessed against these criteria		<b>Mature applicants:</b>	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>		<b>RPL claims:</b>	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	
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13.	<p><b>Educational Aims of the Programme</b></p> <p><i>The overall aims of the programme are to:</i></p> <ul style="list-style-type: none"> <li>• Provide a challenging, high quality practical Animation programme</li> <li>• Produce graduates with an aesthetic sensibility and an appreciation of quality and detail</li> <li>• Develop graduates with the ability to factor ethical considerations into creative practice</li> <li>• Produce graduates who can work independently, with resilience and self-determination</li> <li>• Produce industry ready creatives able to work across a range of disciplines</li> <li>• Equip graduates with a wide range of skills, such as communication, team working, project management interdisciplinary working and professional practice</li> <li>• Instil an interdisciplinary approach to Animation by collaborating with other creative disciplines on internal and external projects</li> <li>• Produce creatives with skills that reflect the needs of the contemporary industries by embedding emerging technologies</li> </ul>																			

14.	<b>Learning Outcomes</b>	
The programme will enable students to develop the knowledge and skills listed below.		
On successful completion of the programme, the student will be able to:		
<b>Knowledge and Understanding</b> (insert additional rows as necessary)		
K1	Evaluate a variety of ideas, concepts and theories within animation	
K2	Explore issues, contexts and frameworks relevant to the animation industry	
<b>Cognitive/Intellectual Skills</b> (insert additional rows as necessary)		
C1	Analyse animation practice using balanced, logical and supported arguments	
C2	Interpret theories and concepts to establish the relationship between critical debate and animation practice	
C3	Identify problems within animation and generate solutions employing appropriate working methodologies	
<b>Practical/Professional Skills</b> (insert additional rows as necessary)		
P1	Operate ethically in a professional animation context	
P2	Autonomously produce animation projects	

P3	Experiment effectively to produce animation projects demonstrating intellectual flexibility and an openness to new ideas
P4	Produce technically accomplished animation work using specialist animation techniques, skills and working methodologies
<b>Key Transferable Skills</b> (insert additional rows as necessary)	
T1	Reflect systematically on performance
T2	Demonstrate a realistic match between career aspirations and personal aptitudes, interests, and motivations
T3	Effectively use a range of communication methods appropriate to context
15.	<p><b>Key Learning &amp; Teaching Strategy and Methods</b></p> <p>This course is practical, and the teaching and learning is structured to reflect this. The purpose of this programme is to equip graduates with the practical and professional skills to enable them to succeed and build a sustainable practice in a constantly evolving industry.</p> <p>To reflect the practical nature of the programme 60 credits of Level 4 are focussed on making and learning new techniques. This will develop the students’ practical skills which can then be applied to more project-based and work-related modules. For example, the training delivered in ‘Pre-Production Techniques’, ‘2D &amp; 3D Techniques’ and ‘Motion Techniques’ will inform the ‘Commercial Practice’ module in which those skills are applied to create commercially viable outcomes pertinent to the students’ professional aspirations. These skills also underpin the practical work at L5, where students will begin to focus their practice, work with clients and develop personal projects. The development of core skills at Level 4 will provide the foundation for students to build on in Level 5 enabling them to contextualise their practical work to begin to create engaging animation work in ‘Live Brief’ and to realise their ideas into well resolved bodies of work in the module ‘Personal Project’.</p> <p>The nature of the course is designed to encourage students to take ownership of their professional practice and creative identity. Students will work on a combination of self-initiated projects and work with external partners to work in a non-simulated culture by engaging with the creative community and embedding a professional ethos within the programme. This collaborative and real-world approach to the creative industries will support students’ progression into professional practice or further study beyond the course.</p>

Students will be taught in a variety of ways. Studio based teaching will be the emphasis for practical work. Regular formative feedback will take the form of studio critiques, where students are able to give and receive peer feedback and personal tutorials. Contextual studies will be taught in a range of lectures and seminars to explore the key themes and ideas. To support autonomous study students will be given a personal supervisor to provide guidance through the modules. Projects are sequenced to support the student to act with increasing levels of autonomy to interpret briefs and produce creative and innovative responses. The personal development and industry-focussed elements of the course will be delivered in a range of lectures, workshops, group tasks and are embedded throughout all the programme modules.

The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within practical modules to ensure constant student engagement to maintain a professional contextualisation of practical work, and to teach the transferrable skills in a way that is purposeful for the students training as a graphic designer & illustrator.

Within 'Animation in Context' and 'The Creative Professional' modules, key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences. Skills such as referencing, researching, creating an essay structure, paragraph structure, writing introductions and conclusions and academic writing styles are taught within these modules. 'The Creative Professional' in Level 4 will embed personal development skills such as skills audits, time planning, personal development plans and reflective practice. Research is embedded throughout all of the modules. The teaching of practical work is underpinned by key theories, concepts and practitioners, here students are invited to undertake desk based, primary and practice led research to explore theories, and to contextualise animation practice within a socio-political and historical context. These academic skills are evidenced within the module's secondary tasks; through the production of presentations, case studies, reflections and logs students will implement their academic skills.

Work related learning is embedded throughout the programme, and students are encouraged to reflect on their chosen career path and to make positive steps towards that goal. Creative skills will be contextualised within the contemporary industry in the modules, 'Pre-Production Techniques', 'Commercial Practice', and 'Contemporary Issues in Animation'. Work related learning opportunities change student perceptions of what it is to function within the creative industries are at the core of the programme. The course content is developed in such a way as to educate students in strategies to survive within them. For this to be successful, the teaching of these core ideas and values within a classroom setting will be coupled with direct experience of the creative field provided by industry professionals. This will be achieved through our strong local links with institutions who are central to the industry within the region.

The college supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning. HE Creative Arts extend this scheme to give the students the opportunity to purchase iPads to support their studies. Should students not wish to purchase an iPad a number are available to loan from the Creative Arts Technical services.

	<p>Remote working reflects industry practices, and students are supported to work online using networked creative software such as Scribble, an application for remote collaborative drawing.</p>
<p>16.</p>	<p><b>Key Assessment Strategy and Methods</b></p> <p>The assessment strategy for the programme aims to gauge learner needs, monitor progress and check knowledge, understanding and skills development as well as encourage self-direction and collaboration. This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments to reflect the vocational nature of the programme and the students' specialisms. To develop skills and a critical relationship with their practice there are many practical 'portfolio' assessments. The format of these changes throughout the programme, some are technical test pieces, workbooks or rough sheets, and some are more resolved bodies of work. Others respond to a client or live brief stimulus to give the student real experiences of producing Animation work in a professional context. These practical assessments are contextualised by the module's other assessment in the form of a reflection, workbook, statement or presentation. This is to develop the students' understanding of their practice as a creative professional, and to understand the impact of the creative decisions that they make to the audience/viewer.</p> <p>To prepare students for industry these occur in a range of contexts, from presenting work in progress to industry panels in response to client briefs for formative feedback at project milestones, to producing work for a live audience. This reflects the breadth of situations that the students may encounter in professional life beyond the course and expands their understanding of the work involved in being an animator working as a freelance practitioner and in a studio environment.</p> <p>Several of the assessments require students to engage with a wider audience whether that be through an event, to peer group or online. This public facing assessment prepares them for practice beyond their studies, reflects industry needs, and helps to develop their professional network. There are many assessments that focus on contextualising practice and reflecting on personal performance. These assessments are constructed to develop students as creatives, to support a reflective developmental practice which will help them to build sustainable careers.</p> <p>Students will produce workbooks, statements, and reflections to contextualise their practice to build a critical relationship with their work. There is one formal piece of academic writing per year, and this will prepare students for further study and to contextualise their practice. The academic skills required for these assessments are embedded throughout the programme to ensure that they are supported with research and academic writing. The breadth of assessment methods will ensure that no individual student is disadvantaged by the overuse of one method. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy.</p> <p>Formative assessment and feedback activities are embedded throughout the modules in response to learning activities within class, thus informing learning development. Such activities include, group discussions, direct and indirect questioning, creative practical development, deciphering set project briefs and meeting employer requirements / expectations, and research tasks for instance. Peer feedback is important to this programme to create an environment of supportive critical practice within the cohort. Formative assessment is also on-going through a</p>

	<p>structured 1:1 tutorial system. Students will be allotted a personal tutor for their time at University Centre Leeds, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. The Progress Coach and Academic Librarian will be utilised throughout the year to provide support, guidance, mentoring and training to individual and groups of learners. Dependent on the individual needs the Learning Coach will help to monitor targets set by the personal tutor to support learner retention and achievement.</p>
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17.	Programme Modules					
<b>Level 4</b>						
Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
	2D & 3D Techniques	20	Core		x	
	Pre-Production Techniques	20	Core		x	
	The Creative Professional	20	Core		x	
	Commercial Practice	20	Core		x	
	Motion Techniques	20	Core		x	
	Animation in Context	20	Core		x	
<b>Level 5</b>						
Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
	Live Brief	40	Core	x		
	Collaboration	20	Core		x	
	Contemporary Issues in Animation	20	Core		x	
	Personal project	20	Core		x	
	Hybrid Techniques	20	Core		x	



**18.** Programme Structure

Level 4:

Level 4 modules:

The purpose of Level 4 is to provide a solid foundation of practical skills, to develop a critical awareness of canonical themes and debates within Animation, to encourage the students to experiment and to take risks, and to introduce the creative industries. During Level 4, students will gain intrinsic practical skills and develop creative methodologies which will underpin the development of the students' specialist practice and creative identity during Level 5. Level 4 introduces students to a range of foundation animation techniques, practices, ideas and methodologies, and supports the students transition into Higher Education.

The practical skills modules at Level 4 introduce students to key animation techniques, and then challenge them to experiment with those more abstractly to develop creative responses to briefs. The broad techniques that they will engage with during these modules are traditional analogue animation, digital animation, stop-motion, storyboarding, visual effects, motion capture, model building, screen-printing, concept art and ideas generation. Students will learn a range of analogue and digital techniques using industry standard software such as the Adobe suite and Unreal Engine. The techniques learnt within these modules will enhance the students understanding of animation practice and inform the work that they produce throughout the programme and beyond. These modules will require the students to think conceptually around the practice that they are engaging with, for example in 'Pre-Production Techniques' students are challenged to consider the audience and understand how the practical decisions they make will communicate with a viewer. Students respond to the challenge of communicating by producing visual responses to real world scenarios and professional briefs. Within this module students will also consider the ethics of communication and a socially engaged animation practice. Throughout these modules, students will be encouraged to think about contemporary practices in a professional context by continually focussing on the use of these methods within the industry through studio visits and case studies.

Within the 'Animation in Context' module, the students will begin to underpin their practice critically through the introduction of canonical animation theories, concepts and ideas, and a look at the history of animation and innovations in techniques and working practices. Students will consider what it is to be a contemporary animator and how their work adds to the critical debate. This module functions both to advance their understanding of the history of animation and will give the students the knowledge and understanding to critically engage with their work and the work of others as they continue their studies, critically underpinning their practice as they develop more autonomous projects during Level 5.

Through 'The Creative Professional', students will consider their career trajectory and personal development by auditing their skills in response their career aspirations and designing their own bespoke personal development plan to direct their studies and to promote reflective practice. During this module, they will present a case study of a professional animator to gain a greater understanding of the working practices of the animation industry.

Level 5:

Level 5 modules:

Through the intense skill building of Level 4, the students will be prepared with the skills and thinking to operate on the next level. Level 5 builds upon those foundation skills and knowledge, focusing on a deeper development of practical skills, professional engagement, and the student's artistry and creativity. This year introduces them to their first forty-credit module 'Live Brief', this extended module will provide the opportunity for students to develop engaged and well resolved bodies of work in response to a variety of client briefs to give them experience of working in a range of contexts. It is within this module that students can combine the practical skills and specialisms that they have been developing on the course so far and build on the professional interests that they have developed in the semester 1 module 'The Creative Professional' to form a professional portfolio. In this module students will work on a full animation production, which will provide the students the understanding of the range of roles involved in the production of an animation, and the opportunity to gain experience in various stages of production. The experience of working on a live brief and gaining client feedback will give the students the opportunity to work outside of the academic context.

'Hybrid Techniques' responds to contemporary animation practices, where it is increasingly common for animators to combine a range of traditional and contemporary animation techniques to produce a project. Here students will apply their skills in a range of animation techniques such as stop motion and VFX and implement them into the creation of a single project. Here the students will be challenged to work experimentally and autonomously to develop their practice and develop innovative contemporary animations. This module will run concurrently with the 'Collaboration' module, where students will work with students from a range of creative disciplines to explore the possibilities of multidisciplinary projects and the application of animation in a range of contexts.

'Collaboration' is key to the programme, and to the potential employment opportunities of the students and has been created in response to a changing industry. Leeds is becoming a creative hub of freelancers, microbusinesses, and more recently larger creative organisations and this module is responsive to this change within the city. Interdisciplinary collaboration is central to the animator's ability to thrive in the industry and this module provides the opportunity to collaborate with students within the wider Creative Arts department from other creative disciplines, and external creatives to produce a body of work. This module will also help the students gain a greater understanding of the importance of teamwork through various group led tasks. Reflection will be encouraged so that the students consider their own strengths and weaknesses and how they can utilise their skills in an interdisciplinary context.

The 'Contemporary Issues in Animation' module builds on foundation theories, ideas and principles and examines the debates pertinent to contemporary practice. This module will draw on contemporary animation to critically examine their concepts to help the students to situate their own practice within the contemporary debate. Whether you are interacting with colleagues, conceiving ideas or constructing artwork, it's vital students understand that at all stages of creative development deep consideration needs to be given to various internal and external factors. Students will be encouraged consider the ethical and

environmental impact of their work giving thought to the socio-political consequences to their own creative actions.

**Structure Full Time:**

Students will have 9 hours module delivery per week, with an additional 2 hours tutorial at Level 4, and 10 hours module delivery per week with 1 hour tutorial at Level 5. This will be delivered over 2.5 days per week.

Level 4

Semester 1	2D &3D Techniques	Pre-Production Techniques	The Creative Professional
Semester 2	Motion Techniques	Commercial Practice	Animation in Context

Level 5

Semester 1	Collaboration	Live Brief	Hybrid Techniques
Semester 2	Personal Project		Contemporary Issues in Animation

**Structure Part Time:**

Students will have 6 hours module delivery per week during Level 4 Semester 1 and 4 and Level 5 Semester 1 and 4. 3 hours per week in Semester 2,3 and Level 5 Semester 2 and 3.

Students will also receive an additional 1 hours tutorial every 4 weeks.

The part time programme will be delivered over 1 day per week.

Level 4 Year 1

Semester 1	2D &3D Techniques	Pre-Production Techniques
Semester 2	Motion Techniques	

Level 4 Year 2

Semester 3		The Creative Professional
Semester 4	Commercial Practice	Animation in Context

Level 5 Year 1

Semester 1	Collaboration	Hybrid Techniques
Semester 2	Personal Project	

Level 5 Year 2

Semester 3	Live Brief	
Semester 4		Contemporary Issues in Animation

19.	<p><b>Apprenticeships</b></p> <p>N/A</p>
20.	<p><b>Support for Students and Their Learning</b></p> <p>The award adopts the approach to student learning support as identified below:</p> <ul style="list-style-type: none"> <li>● Programme underpinned by developing practical skills and students' own practice</li> <li>● Excellent professional network to support career trajectory</li> <li>● Taught in the cultural Quarter of Leeds in proximity to a network of stakeholders</li> <li>● Excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community</li> <li>● Visiting lecturers to support breadth of techniques delivered</li> <li>● Student welfare and support from Registry, including counselling and financial advice</li> <li>● Extended pastoral support in Level 4 (2 hours per week) to support students transition to higher education</li> <li>● Academic skills scaffold throughout the programme to support student transition to higher education, and then from FD to BA(Hons (Top-up) should the student wish to continue their studies</li> <li>● Autonomous skills scaffold throughout the programme to support students to become independent practitioners</li> <li>● Creative Arts Technicians with a wide variety of expertise to support student projects in a range of specialisms</li> <li>● Staff are practicing animators to support the student to understand developments in technology or emerging trends within animation</li> <li>● Students have a personal tutor that remains constant throughout their studies, this tutor support the student pastorally and will support the students with their personal development plan</li> <li>● A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms</li> <li>● All students receive a device to support them with their studies</li> <li>● All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.</li> <li>● There is an extensive range of creative learning resources in the HE Library within Quarry Hill Campus, supported by a HE Creative Arts Librarian who provides bespoke study skills sessions for students</li> <li>● Creative Industry Link Coordinator and Progression Lead to support students to gain professional experience and progression into industry</li> <li>● Students to be taught by staff that have ongoing relevant industry practice that feeds into teaching and learning</li> </ul>

	<ul style="list-style-type: none"> <li>● A centralised support system at the University Centre Leeds with specific roles for student support needs</li> </ul>
21.	<p><b>Distinctive Features</b></p> <p>The Animation programme’s primary aim is to prepare students with the necessary skills to work as a professional creative by developing and honing key skills, techniques and working methodologies in a safe and supportive environment. This programme aims to produce graduates with excellent technical skills alongside advancing their creativity and artistry in responding to briefs, collaborating with others and developing their own work.</p> <p>This programme is primarily devised to support the student’s trajectory into freelance practitioner or working within a micro-business, as this is reflective of the local creative ecology. The enterprising, entrepreneurial and work-related aspects of the programme reflect this and prepare the student to get work, and for the breadth of the work they may undertake. Animation gives graduates the skills to undertake a greater number of projects, and the understanding to manage projects as they will understand, film, games, web, and motion graphics through the content of the programme and collaborative working.</p> <p>Students will have access to a range of facilities including motion capture, green screen, recording studios and sets within the Quarry Hill Campus. The department promotes interdisciplinary collaboration between students, and Animation students will have the opportunity to collaborate with students from a wide range of disciplines to support their projects including Concept Artists, Actors, Filmmakers and Sound Recording Artists. These collaborative opportunities are facilitated through the departments Creative Arts Network which hosts an online message board and series of networking events for students to discuss collaborative opportunities. This interdisciplinary collaborative working is formalised within the Level 5 module Collaboration.</p> <p>The programme is a member of Screen Yorkshire’s Connected campus and Film Buddy, these regional and national initiatives provide the students with access to the animation industry through a programme of visiting speakers, workshops and work experience opportunities throughout the programme. These relationships have positively impacted the departments curriculum by providing students with live briefs, professional support and critique and professional mentoring for graduates.</p> <p>Through strong industry links, students are encouraged to build a portfolio of professional work whilst on the programme. This may include working with businesses to produce promotional work, to shadowing animators and story boarders and so forth. Within the wider department we have worked with a range of clients including the NHS, Direct Line,</p>

Heart Research UK to develop design work for a range of outlets. By engaging with these opportunities during the programme students will develop a meaningful CV in order to support them to become professional practitioners.

Responding to feedback from industry the focus of the course responds to develop graduates' technical skills by developing a broad skills base at Level 4, which is then applied at Level 5 to support the student to refine their creative skills and ideas generation. Unlike other similar programmes this programme trains animators to be multi-skilled in response to the evolving industry. Employers demand that animators have a range of technical and professional skills, and this is reflected in the content of the practical and work-related modules. Level 5 allows students to apply these skills in a range of professional, collaborative and creative contexts to develop the students' ability to work across a range of creative contexts and to manage projects, which were skills that the creative industry particularly valued in graduates.

The programme is structured to enable students to situate their practice within the context of the contemporary industry. In 'Contemporary Issues in Animation' students will understand and question how to operate as a professional applying ethical and sustainability issues to their professional practice.

It's important to make sure our Animation graduates are ready for the industry when they leave. They will have the technical skills, the professional experience, the contextual awareness and personal and professional skills to succeed in their chosen future.

**Stage Outcomes (Undergraduate Awards only)**

**Key:**K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Critically evaluate a variety of ideas, concepts and theories within animation	Explain a variety of animation ideas, concepts, and theories
K2	Critically explore issues, contexts and frameworks relevant to the animation industry	Explain a variety of issues, contexts and frameworks related to animation and apply to own work
C1	Analyse evidence from a variety of sources to create balanced, logical and supported arguments	Review a variety of sources to create arguments
C2	Interpret theories and concepts to establish the relationship between critical debate and animation practice	Use theories and concepts to make links between ideas and animation practice



C3	Identify problems within animation and generate solutions employing appropriate working methodologies	Explore issues within animation and consider solutions
No.	Programme Outcome	Stage/Level 4(1)
P1	Operate ethically in a professional context	Operate ethically to create animation projects with guidance
P2	Autonomously create distinctive animation projects with reduced need for supervision and direction	Act with limited autonomy, under direction or supervision, within defined guidelines
P3	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of animation	Evidence a developmental approach to animation projects
P4	Produce technically accomplished animation using specialist equipment, drawing skills and working methodologies	Produce animation projects by competently using a range of equipment, technology, skills and software

T1	Reflect systematically on performance	Reflect on performance
T2	Demonstrate a realistic match between career aspirations and personal aptitudes, interests, and motivations	Demonstrate a match between career aspirations and personal aptitudes
T3	Effectively use a range of communication methods appropriate to context	Use communication methods appropriate to context



### Map of Outcomes to Modules

	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Module Name Level 4												
2D & 3D Techniques					X		X	X	X			
Motion techniques		X		X					X	X		
The Creative Professional		X					X			X	X	
Commercial Practice			X		X	X					X	
Pre-Production Techniques	X		X					X				X
Animation in Context	X			X		X						X

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Live Brief	X	X	X				X		X	X		X
Collaboration					X		X	X		X		
Contemporary Issues in Animation	X				X	X					X	
Personal Project		X	X	X				X				x
Hybrid Techniques				X		X			X		X	

### Map of Teaching and Learning Methods

#### Level 4

	Lectures/ Seminars	Tutorials	Workshops	Demonstration	Case studies	Group Activities	Employer Engagement - Guest speakers / External Visits	Sketch or Prep Book	Drawing Techniques	Creative software and workflow techniques
2D & 3D Techniques		x	x	x	x		x	x	x	x
Pre-Production Techniques		x	x	x				x	x	x
Creative Professional	x	x			x		x			
Commercial Practice	x	x			x	x	x			x
Motion Techniques		x	x	x	x				x	x
Animation in Context	x	x			x		x			

## Level 5

	Lectures/ Seminars	Tutorials	Practical / Design Workshops	Demonstrations	Case studies	Group Critiques	Employer Engagement - Guest speakers / External Visits	Sketch or Prep Book	Drawing Techniques	Creative software and workflow techniques

Live Brief	x	x	x	x	x	x	x		x	x
Collaboration		x	x			x	x		x	
Contemporary Issues in Animation	x	x			x		x			
Personal Project		x	x			x		x	x	x
Hybrid Techniques	x	x		x	x		x			

### Map of Assessment Methods

	Essay/reflection	Presentation	Portfolio/Practical	Preliminary work/supporting statement	Professional Development Plan	Case study
2D & 3D Techniques	30% Equiv 900w Week 15		70% Week 13 Equiv 1800			
Pre-Production Techniques	30% Week 12 900w		70% Week 11 Equiv 2100w			
The Creative Professional					50% Week 6 1500w	50% Week 14 1500w
Commercial Practice		30% Week 23 10 mins	70% Week 30 Equiv 1800w			
Motion Techniques			60% Week 27 30 seconds	40% Week 29 1200w		
Animation in Context	50% Week 28 1500 words	50% Week 22 10 mins				

### Level 5

	Case Study	Presentation	Practical	Interview	Live brief	Portfolio	Essay	Project
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Live Brief					40% Week 29 Equiv 1600w			60% Week 30 <b>Equiv 2400w</b>
Collaboration				30% Week 10 15 mins				70% Week 14 Equiv 2800w
Contemporary Issues in Animation	40% Week 6 10 mins						60% Week 13 2400w	
Personal Project		50% Week 27 10 mins				50% Week 27 Equiv 2000		
Hybrid Techniques			60% Week 12 15seconds		40% Week 15 1600w			