University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Preparation for Extended Study in Animation						
Module Code	UADAR8-30-3		Level	3		Version	1
Owning Faculty	ACE		Field	Design			
Contributes towards	BA (Hons) Animation						
UWE Credit Rating	30	ECTS Credit Rating	15		Module Type	Project	
Pre-requisites	None		Co- requisites	None			
Excluded Combinations	None		Module Entry requirements				
Valid From	September 2013		Valid to	September 2019			

CAP Approval Date	May 2013

Part 2: Learning and Teaching
Learning Outcomes

On successful completion of this module students will be able to:

1. Collate, analyse and critically reflect on research from a range of sources appropriate to individual research interests;
2. Contextualise their practice within the wider context of the Creative Industries;
3. Negotiate a Learning Agreement for study based on the identification and articulation of individual interests, technical specialisms and professional ambition;
4. Demonstrate the implementation of a creative methodology in the development of a body of work;
5. Apply and develop their expertise in relation to their individual technical specialism/s either collaboratively or individually;
6. Demonstrate the ability to generate, develop and resolve ideas for an individually negotiated professional context;
7. Manage their own learning and access an appropriate range of resources to achieve this;
8. Professionally communicate their ideas; audio visually, verbally and/or in writing;

	9. Organise and manage a project within the given time constraints All assessed by component A
Syllabus Outline	This module is designed to give students the opportunity to define a short programme of study on a self-initiated basis and to develop the skills necessary to initiate, plan and manage an extended self-directed study. Students learn how to identify and articulate personal aims and how to plan and manage a period of self-directed work. It also requires students to focus on the relationship of their developed art/design/media interests to individual career aspirations. Students initiate their own brief/s. Their choices and programme of study in the module is negotiated with tutors and the module leader according to the requirements of the learning outcomes and assessment criteria. This is done through the development of a short written (or alternative format submission) proposal (Learning Agreement) generated by the student with staff guidance. At this level, students are expected to demonstrate competence in the use and application of appropriate processes and techniques in the development and realisation of their ideas. During this module they have the opportunity to further refine these skills and develop technical expertise through the development and testing of prototypes / samples. For assessment, students are required to present their Learning Agreement, development work, supporting materials and research the students' specific areas of interest. This, along with a 'live' evaluation of the work (as part of a studio critique to which students should bring notes detailing their evaluation of the work in relation to their intentions, as described in the learning agreement) enable the student to analyse the outcome of the module in relation to the initial proposal of work, and to use this to begin to identify, in discussion with tutors, a programme of work for further development, which aims to showcase their strengths in Creative practice.
Contact Hours	Students can expect a total of **72** hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group critiques, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision. Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.
Teaching and Learning Methods	The teaching and learning methods of this module are aimed at supporting the student in developing a personal creative methodology in relation to professional contemporary art/design/media practices. Students are expected to develop a Learning Agreement based on their individual research interests. This is developed and negotiated through group critiques or activities, and group / individual tutorials. Progress is monitored through regular group tutorials that also serve to offer interim goals to support students' progress and time management, and studio practice presentations that monitor student progress and enable professional communication of ideas. Students are expected to contextualise their practice within relevant creative industries and critical contexts throughout the module; A series of lectures and seminars are intended to place the student's own work within the broader context of media and animation production.

	Students are fully supported in accessing faculty Technical Centres and workshops to further develop their practical skills and realise their work. Specific technical workshops will be organised by the module leader according to the needs of the student group. Students are also expected to negotiate their own access to these centres as part of the planning and proposal process.
	Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, workshops; supervised time in studio/workshop.
	Independent learning includes 228 hours engaged with essential reading, project preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.
Key Information Sets Information	
	Reading Strategy

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228		300	✓

The table below indicates as a percentage the total assessment of the module which constitutes **coursework.**

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			
Coursework assessment percentage		100%	
Practical exam assessment percentage			
			100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.

Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.

Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.

Indicative Reading List	**Essential Reading**
	BLOCK, B. (2001) *Visual Storytelling: Seeing the Structure of Film, TV and New Media.* Oxford: Focal Press.
	COOPER, P and DANCYGER, K. (2000) *Writing the Short Film*. Oxford: Focal Press.
	WINDER, C. & DOWLATABADI, Z. (2001) *Producing Animation.* Oxford: Focal Press.
	SANTUCCI, W. (2009) *The Guerrilla Guide to Animation: Making Animated Films Outside the Mainstream.* Continuum International Publishing Group Ltd.
	Further Reading
	BACHER, H. (2007) *Dream Worlds: Production Design for Animation*. Oxford: Focal Press.
	BYRNE, M.T. (1999) *The Art of Layout and Storyboarding.* Leixlip: Byrne.
	COOPER, P and DANCYGER, K. (2007) *Alternative Scriptwriting*. Oxford: Focal Press.
	KATZ, S. (1991) *Film Directing Shot by Shot: Visualizing from Concept to Screen.* Studio City: Michael Wiese Production.
	MERCADO, G. (2011) *The Filmmaker's Eye: Learning and Breaking the Rules of Cinematic Composition.* Focal Press.
	WELLS, P. (1998) *Understanding Animation.* London: Routledge.

Part 3: Assessment

Assessment Strategy	Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.
	Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.
	The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.
	At assessment, therefore, students are expected to present evidence of work

which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).

Forms of assessment used as part of the overall programme include:

- Presentation and participation in studio-critique
- Poster presentation
- Group and individual visual presentations
- Group and individual verbal presentations
- Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing
- Group critiques
- Peer and self-assessment
- Evaluative and reflective outcomes, including visual, verbal and written

Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.

Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Identify final assessment component and element	Body of Developmental work		
		A:	**B**:
% weighting between components A and B (Standard modules only)			

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Body of Developmental work, Research, Learning Agreement, Supporting Materials and Summative Critique.	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Body of Developmental work, Research, Learning Agreement, Supporting Materials and Evaluative Statement	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.