

**ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<b>Awarding Institution</b>	University of the West of England.
<b>Teaching Institution</b>	University of the West of England.
<b>Delivery Location</b>	UWE Bower Ashton Campus
<b>Faculty responsible for programme</b>	Faculty of Arts, Creative Industries and Education
<b>Department responsible for programme</b>	Creative Industries
<b>Modular Scheme Title</b>	Undergraduate modular scheme
<b>Professional Statutory or Regulatory Body Links</b>	
<b>Highest Award Title</b>	BA (Hons) Animation
<b>Default Award Title</b>	
<b>Fall-back Award Title</b>	
<b>Interim Award Titles</b>	BA Animation DipHE Animation Cert HE Animation
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	Full time
<b>Codes</b>	<b>UCAS:</b> <b>ISIS2: W615</b>
	<b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	
<b>CAP Approval Date</b>	May 2013, November 2013
<b>Valid from</b>	September 2013
<b>Valid until Date</b>	September 2019
<b>Version</b>	5.2 (2013 intakes onwards)

**Part 2: Educational Aims of the Programme**

**Aims of the undergraduate modular scheme:**

- to provide an opportunity to develop a creative practice within a chosen field of study;
- to provide an experience of higher education in art, media and design that offers student's choice and independence in determining their own abilities and ambitions within a subject discipline;
- to equip students with the intellectual, practical, critical and creative skills necessary for them to locate themselves and their practice within professional, social, historical and cultural contexts;



### Part 3: Learning Outcomes of the Programme

Their own design-based interests and practice within a broader context of animation production and animation production teams	X	X	X	X	X	X	X	X	X	X	X	X	X
The relationship of historical and contemporary animation practice to cultural and theoretical contexts.	X	X	X	X	X	X	X	X	X	X	X	X	X
Animation within the broader context of media production.	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(B) Intellectual Skills</b>													
Synthesise concepts and skills to develop sustainable creative practice	X	X	X	X	X	X	X	X	X	X	X	X	X
Critically analyse animation processes and principles in relation to their own work and the work of others	X	X	X	X	X	X	X	X	X	X	X	X	X
Evaluate their work and their learning in relation to personal intentions and subject specific contexts, including the requirements of an identified audience / user.	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(C) Subject/Professional/Practical Skills</b>													
Understand and apply techniques, processes and methods associated with defined range of animation disciplines and make informed choices about their application and effectiveness	X	X	X	X	X	X	X	X	X	X	X	X	X
Make critical decisions regarding the creative development and the practical outcome of their ideas.	X	X	X	X	X	X	X	X	X	X	X	X	X
Undertake a range of appropriate production management processes and techniques relevant to students own practical animation projects	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate understanding of professional practice within the animation industry	X	X	X	X	X	X	X	X	X	X	X	X	X
Employ information resources effectively as tools for research, idea development and production	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop drawing skills for both analytical and creative process	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(D) Transferable skills and other attributes</b>													
Communicate ideas effectively in visual, verbal and written formats	X	X	X	X	X	X	X	X	X	X	X	X	X
Initiate plan and manage self-directed study	X	X	X	X	X	X	X	X	X	X	X	X	X
Work collaboratively and apply communication skills and methods relevant to professional practice and team productions	X	X	X	X	X	X	X	X	X	X	X	X	X
Research and evaluate information and draw conclusions that inform creative activity and decision making													
Respond creatively and positively to a range of challenges	X	X	X	X	X	X	X	X	X	X	X	X	X
Work effectively as self-directed practitioner and in collaboration or co-operative teams	X	X	X	X	X	X	X	X	X	X	X	X	X

### Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

## Part 4: Student Learning and Student Support

The principles of Animation relate to the broad range of creative activities related to the production of animation. They are established at basic cognitive level in the first modules of the programme and then developed incrementally in subsequent modules across all three levels.

Students learn through research, analysis and critical evaluation as well as through practical tasks; these are supported by lectures, workshops and set exercises. Knowledge and understanding is consolidated through project briefs, which require the synthesis of ideas and practice and are delivered at every level of the programme.

Students become familiar with Animation processes and forms through taught workshop sessions and through the experience of applying and developing these skills through assignments and projects.

Research and analytical processes are explored through the both the development of transferable skills in research methods and through subject-related skills such as observation, drawing and manipulative processes.

These processes are introduced and established at level 1 allowing for incremental development to support self-directed work by Level 3.

Typically students are required to engage in research to gather and evaluate information that allows them to demonstrate a broader contextual understanding and demonstrate these through verbal presentations, reports and evaluative statements as well as through the development of their practical work.

Students' ability to synthesise concepts and skills to develop sustainable creative practice is most evident at Level 2 where tasks set through project briefs become more complex, building on basic concepts and skills introduced at Level 1. This prepares students for the development of self-directed projects at Level 3 where the ability to initiate and sustain work independently is predicated upon the achievement of this learning outcome. Strategies to support this centre around the development of personal project proposals, tutorials (group or individual) focusing on work in progress and self-evaluation through documentation or verbal presentation.

Basic understanding of a range of animation processes and disciplines is established at level 1. This is delivered through lectures, screenings and critiques which offer the opportunity to discuss and critically analyse historical and contemporary examples as well as student's own work (in progress and at completion).

This practice continues at Levels 2 and 3 where students begin to make choices about the direction of their own work and are required to justify decisions during the module and at proposal and final evaluation stages.

The skill of evaluation is inherent in successful creative practice. At Level 1 this is taught in relation to subject-specific contexts using screenings, texts; individual development is supported by group discussion and peer-group activities. Student's evaluative skills are then focused and honed through the preparation of presentations, production files and evaluative statements, all of which are used at specific points as evidence for assessment.

Emphasis on personal intentions and the requirements of audience/user develops through Levels 2 and 3; this is evident in the assessment criteria and supported by the students increasing knowledge and understanding of the subject matter. The development of evaluative skills at this level is supported by the continued emphasis on critique at seminars and tutorials.

Students are introduced to a range of specific animation processes at Level 1 and explore these in relation to a given range of animation disciplines. This allows basic skills to be established before choices of specialisation are made in the later stages of the programme and ensures that all students have an understanding of all processes covered within the programme by the end of Level 2. Skills workshops run by both academic staff and technical demonstrators ensure comprehensive core skills. These are then developed through project work at all levels of the programme.

Students are required to explore and test the range of possibilities open to them to realise their creative ideas at level 2 and 3 and to demonstrate this exploration through production and the negotiation of project proposals.

Students learn about key production management processes and techniques predominantly in core

## Part 4: Student Learning and Student Support

Level 2 modules. These processes include basic costing, budgeting and financing as well as, for example, planning and team management. These skills are introduced through lectures and workshops and students are supported in their development through exemplars and pro-formas.

At Level 3 demonstration of these skills is a key learning outcome in modules focused on both pre-production and production. Students are required to reflect on the application of these skills in both the production and the evaluative statement.

The basis of understanding of professional practice is introduced initially at Level 1 through the use of case studies/screenings and examples to provide context for basic cognitive and evaluative exercises.

Students then move on to explore and respond to the professional requirements of the discipline through core Level 2 modules; this is demonstrated both in the execution and in the presentation of individual assignments and in supporting work that relates personal activity to the professional context. This prepares students for the requirements of Level 3 modules; which are to plan, manage and present work to a professional standard.

Teaching and learning strategies at this point focus on evaluation and critique of work in progress and in relation to professional standards defined by the discipline. This is supported by the opportunity to participate in "live projects" and the input of visiting speakers and tutors from the animation industry.

Students are introduced to a range of information resources that are available both within and beyond the faculty from the beginning of the programme. These skills are introduced at induction through the faculty Library and built upon throughout the programme in subject-specific and Visual Culture modules with continuing support from Library staff.

Modules at Level 1 are designed to enable students to explore methods of searching, retrieving and selecting relevant information as a key process both for idea development and practical and contextual understanding of the subject. This provides a firm base for students to exploit opportunities for the development of increasingly self-determined creative responses to set tasks across levels 2 and 3. This activity is emphasised in the content and requirements of project briefs and supported by Reading Strategies at module level.

Students develop drawing skills as both an analytical and creative process.

This core activity is introduced at level 1, and developed at Levels 2 and 3, as both an expressive skill to be developed and as a method of recording and exploring information and processes.

Research methods are introduced at Level 1 where students are set tasks and agendas and are required to develop personal conclusions within a given brief. This offers a foundation for subsequent modules at Levels 2 and 3 where students are given increasing responsibility for researching and identifying their own creative agenda.

Key workshops in library and on-line search methods and other relevant research methods are introduced at induction and during level 1; these are delivered in conjunction with UWE Library staff.

These processes are further developed and applied at levels 2 and 3 through modules such as 'Professional Practice in Animation' and through the negotiation and development of self-initiated project work at Level 3.

At Level 1 personal management skills are introduced through structured module delivery and project briefs with interim requirements and set deadlines. This offers models through which students can understand the relationship of these skills to identifiable parts of the creative process and prepares students to take initiative incrementally through Levels 2 and 3.

Strategies to support the understanding of these skills, as well as their application, ensure that students can act effectively when working independently by Level 3.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Animation programme teaching is a mix of scheduled, independent and placement learning. For the programme:

## Part 4: Student Learning and Student Support

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module/ process specialism choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, studio work, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** may include a practice placement, other placement, year abroad.

### Description of any Distinctive Features

Students experience a wide range of teaching and learning methods designed to both establish understanding of the subject and to stimulate evaluation and critique of practices within it together with their own progress and achievements. These approaches are based upon the view that evaluative skills are crucial to individual success as a practitioner after graduation.

Methods used include

- A range of project brief/ assignments that set questions requiring a diverse range of activities to establish solutions
- An emphasis on inter-active group activities in production, seminars tutorials and assessment
- The assessment of engagement with reflexive learning through documentation of process and self evaluation
- Collaborative learning exercises and team projects that build team working skills necessary in professional animation practice
- Analysis and critique of case studies and examples including studio organisations, and film/ media production of different scales
- Direct contact with the profession through live projects, field work and visiting practitioners

A key feature of the programme is the emphasis upon the development of the autonomous learner and the ability to execute work in a self directed manner. This is achieved by front- loading teaching both within the programme as a whole and within individual modules. Students are encouraged to demonstrate their autonomy by good organisation of their output and edited evaluative statements of their learning.

## Part 5: Assessment

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### Assessment Strategy

Assessment strategies within the programme 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

## Part 5: Assessment

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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.



## Assessment Map

The programme encompasses a range of **assessment methods** including; portfolio projects, posters and presentations. These are detailed in the following assessment map:

### Assessment Map for BA (Hons) Animation

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UALAQY-45-1										A 100%
	UALAR3-45-1										A 100%
	UALAR4-15-1										A 100%
	UA1APQ-15-1							A 100%			
Compulsory Modules Level 2	UALAR5-45-2										A 100%
	UALAR7-15-2										A 100%
	UA1APS-15-2							A 100%			
Compulsory Modules Level 3	UALAR8-30-3										A 100%
	UALAR9-60-3										A 100%
	UALARA-15-3										A 100%
	UA1APT-15-3								A 100%		
Optional Modules Level 2	UA1APR-45-2										A 100%
	UALAR6-45-2										A 100%

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules



ENTRY	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UALAQY-45-1 Introduction to Animation	If credit is required:  UA1ASC-5-1 Negotiated Presentation 1  Or  UA1ASF-10-1 Negotiated Presentation and Reflective Statement 1	<b>Certificate HE Animation</b>  Credit requirements 120 credits of level 1 or above
		UA1APQ-15-1 Critical Perspectives		
		UALAR4-15-1 Professional Practice and Work Experience 1		
		UALAR3-45-1 Exploring Practice in Animation		
Compulsory Modules	Optional Modules Choose one from:	Interim Awards		
UALAR5-45-2 Developing Collaborative Practice in Animation	UA1APR-45-2 International Exchange  UALAR6-45-2 Developing Practice in Animation 2  And if credit is required:  UA1ASD-5-2 Negotiated Presentation 2  Or  UA1ASG-10-2 Negotiated Presentation and Reflective Statement 2  And/or  UACASK15-2 Professional Practice (International)	<b>Diploma HE Animation</b>  Credit Requirements 240 credits at level 2		
UA1APS-15-2 Creative Analysis				
UALAR7-15-2 Professional Practice and Work experience 2				
Compulsory Modules	Optional Modules		Interim Awards	
UALAR8-30-3 Preparation for Extended Study in Animation	If credit is required:  UA1ASE-5-3 Negotiated Presentation 3  Or  UA1ASH-10-3 Negotiated Presentation and Reflective Statement 3		Highest Award  <b>BA (Hons) Animation</b> Credit requirements 360 credits  <b>BA Animation</b> Credit requirements 300 credits	
UA1APT-15-3 Independent Research Project				
UALARA-15-3 Professional Practice and Work Experience in Animation 3				
UALAR9-60-3 Extended study in Animation				

## GRADUATION

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Years 1 and 2	UALAQY-45-1 Introduction to Animation 1.1	UAIASC-5-1 Negotiated Presentation  Or UAIASF-10-1 Negotiated Presentation and Reflective Statement 1  1.1 or 1.2		<b>Certificate HE Animation</b>  Credit requirements 120 credits of level 1 or above
	UA1APQ-15-1 Critical Perspectives 1.1			
	UALAR4-15-1 Professional Practice and Work Experience 1 1.2			
	UALAR3-45-1 Exploring Practice in Animation 1.2			
Years 3 and 4	UALAR5-45-2 Developing Collaborative Practice in Animation 2.1	UAIAPR-45-2 International Exchange 2.2  UALAR6-45-2 Developing Practice in Animation 2 2.2  And if credit is required UAIASD-5-2 Negotiated Presentation  Or UAIASG-10-2 Negotiated Presentation and Reflective Statement 2  And/or UACASK-15-2 Professional Practice (International) 2.1 or 2.2		<b>Diploma HE Animation</b>  Credit Requirements 240 credits at level 2
	UA1APS-15-2 Creative Analysis 2.1			
	UALAR7-15-2 Professional Practice and Work experience 2 2.2			

	Compulsory Modules	Optional Modules	Interim Awards
Years 5 and 6	UALAR8-30-3 Preparation for Extended Study in Animation 3.1	If credit is required UA1ASE-5-3 Negotiated Presentation 3	Highest Award  <b>BA (Hons) Animation</b> Credit requirements 360 credits
	UA1APT-15-3 Independent Research Project 3.1	Or UA1ASH-10-3 Negotiated Presentation and Reflective Statement 3	
	UALARA-15-3 Professional Practice and Work Experience in Animation 3 3.2	3.1 or 3.2	<b>BA Animation</b> Credit requirements 300 credits
	UALAR9-60-3 Extended study in Animation 3.2		Other requirements:

## GRADUATION

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Applicants should normally have completed one of the following:

- A Foundation course of at least one year's duration.
- A BTEC certificate or diploma in an appropriate art and design subject or other evidence of potential to study at degree level.
- An Access to HE programme in Art and Design or a related subject

Level Three entry – suitable qualifications will include Foundation Degree, Diploma in Higher Education or HND (or equivalent) in an appropriate/related subject discipline.

#### English Language Requirements:

All students will normally have a recognised English Language qualification of at least GCSE grade C or equivalent standard. If English is not the first language test results such as IELTS 6.0, TOEFL 570 (230 if computer text), NEAB or Cambridge Proficiency grade C will be acceptable.

All applicants invited for interview must produce a portfolio of work.

### Part 8: Reference Points and Benchmarks

This programme has been developed in relation to the following reference points:

- QAA Benchmark Statement for Art and Design and History of Art, Architecture and Design
- QAA National Qualifications Framework
- UWE Vision, Mission and Strategy
- UWE Learning and Teaching Strategy
- UWE Assessment Policy
- Staff research (See Appendix 1)
- Feedback from 'feeder' institutions
- Feedback from alumni

## Part 8: Reference Points and Benchmarks

- Feedback from employers
- UWE QMEF requirements (15/30 credit structure)
- Student Feedback via module feedback, SRSF meetings, SU Rep fora
- Staff Feedback via programme reports, module specs, formal & informal meetings
- EE comments/reports
- Diversity and Disability profiles (sector-wide and department specific)
- Department of Creative Industries' 'Writing in the Curriculum Review' 2011/12

The programme structure, curriculum content, professional skills and industry engagements have been successfully scrutinised by professionally engaged external examiners and HE Teaching, Learning and Assessment in Creative Practices specialists. This scrutiny has been enhanced by the regular professional engagement of industry practitioners, the success of the course in national and international open professional awards and the strong track record of our graduating students and alumni in moving into professional practice, employment and further study. The course continually reassesses its professional currency via outward engagement, live commissions and industry events.

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 he/she 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 individual modules can be found in module specifications, available on the [University's website](#).