Programme Specification

Animation [Bower]

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Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Animation [Bower]

Highest award: MA Animation

Interim award: PGCert Animation

Interim award: PGDip Animation

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Arts, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies:

ScreenSkills

Modes of delivery: Full-time

Entry requirements:

For implementation from: 01 September 2025

Programme code: W92012

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The MA Animation positions animation as an artform at the forefront of contemporary storytelling. New technologies, diversifying media, platforms, and emerging audiences offer exciting opportunities for tomorrow's filmmakers and designers to shape and form their practice whilst on the programme.

Features of the programme: Programmatic by Design

We hope that postgraduate programmes in the School of Arts can cultivate the ambitious, progressive practices of dynamic professionals. This programme's rationalised and coherent curriculum sequence has been designed with this mission in mind.

Practice-led & Research-informed

Criticality, which includes a commitment to academic rigour and critical reflection, is one of the five graduate attributes we prioritised in the design of this programme.

This programme has been designed in association with ScreenSkills to ensure contemporary relevance to industry expectations of student understanding and competencies.

Our celebrated staff team and extensive industry links ensure input from skilled professionals, whether students choose to focus on stop-motion, digital 2D, CG technologies or hybrid methods.

The research centres and groups within the School of Arts, UWE Bristol were consulted throughout the design of this programme and contribute regularly to curriculum content.

Scholarly & Evidence-based

The ABC learning design framework and learning type tools (UCL 2015) were

employed during the design of this programme's curriculum. We follow developments in postgraduate teaching practice closely, and seek to implement innovative planning, teaching, and assessment strategies as appropriate, in consultation with students.

Programme delivery brings together a team of academics, practitioners, technicians, professional services, and external partners to provide a balanced and targeted diet of teaching and learning approaches, and contemporary curriculum content.

Inclusive & Sustainable

Every module in this programme has been mapped to the United Nation's Sustainable Development Goals.

We seek to build strong student feedback mechanisms into this programme, through ongoing dialogue, student representative meetings, and regular surveys. We remain open to suggestions on means to develop the programme's intent, implementation, and impact.

The curriculum has been organised to support all engaged learners (regardless their starting point) to make good progress towards the programme learning outcomes and beyond. Further considerations on inclusive curriculum content can be found in the Outline Syllabus.

Graduate Attribute Enabling

Students on this programme engage directly with industry, participate in industry-standard activities and employ appropriate technologies. They are asked to think about their ethical and legal obligations, and how the work they undertake has social impact.

Citizenship, Agility, Ambition and Agency are graduate attributes we prioritised in the design of this programme, all critical to success in the uncertain world beyond the programme.

Educational Aims: Expand students' frame of reference, enabling them to situate their developing practice in historical and contemporary animation contexts through research, analysis, and discussion.

Encourage an independent and resilient approach to artistic development through engagement with relevant resources, support, and opportunities.

Develop students' understanding, navigation, and management of workflows in animation practice and production.

Provide opportunities for networking in the animation industry, and exposure to relevant professional and creative working practices.

Promote a culture of independent and collaborative learning within a supportive academic environment, encouraging critical evaluation, self-reflection, and the ability to work autonomously and within teams.

Enhance students' ability to articulate and apply creative and critical methodologies appropriate to their design practice, ambitions and intent.

Provide students opportunities to develop transferable professional and research skills that complement advanced technical expertise, preparing them for employment or further study.

Enable the development of students' critical voice; empowering the contextualisation, communication and dissemination of their practice.

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1.   Make secure, instructive connections between their own creative ideas and practice, and precedents in the historical and contemporary field of animation.

PO2.   Engage constructively with relevant disciplinary and industrial communities of animation practice.

PO3.   Evidence a capacity to manage iterative, complex, and sequential components of the animation production process with confidence and fluency.

PO4.   Employ strategic thinking and critical reflection in the service of meeting externally set criteria, and personal agenda.

PO5.   Demonstrate the professional attributes to succeed in the creative industries; collaborative, entrepreneurial, and ambitious.

PO6.   Confidently navigate academic research and contemporary discourse in the field of animation, seeking diverse standpoints and questioning convention.

PO7.   Design and rationalise an ambitious project, creatively using select methods, techniques, and media to realise their intent.

PO8.   Critically evaluate and contextualise the creative development and dissemination of their animation practice.

Assessment strategy: The assessment strategy for the MA Animation is designed to connect topics and levels within the curriculum, enabling students to sequentially reflect upon their development. The assessment methods are aligned with the programme's learning outcomes, ensuring that students demonstrate authentic and verifiable learning achievements. This strategy incorporates a variety of assessment formats to provide a comprehensive evaluation of both theoretical understanding and practical competencies.

Formative assessment throughout the programme is available through one-to-one tutorials, group critiques, draft submissions of portfolio content, practice presentations and peer review. Characteristically close working relationships between faculty supervisors, tutors, technical colleagues and students is typical of the dynamic and dialogic feedback culture we aspire to maintain on this programme.

Summative assessment processes and formats are varied, to enable inclusive

opportunities for success. They are also, wherever possible, authentic, with an intent to mirror experiences and outputs students will typically encounter in industry practices. They include:

Presentations: Both individual and group presentations feature as assessment strategies during the programme. These have been designed primarily to meet learning outcomes that require demonstration of communication capabilities and other professional attributes. Enabling students to develop a capacity to speak publicly and articulate with conceptual clarity, recognises authentic industry practices. In the programmatic context, they provide opportunity for students to speak in their own voice, in supportive environments. Where group presentations occur, assessment practices are in place to ensure students receive valid, secure, and fair outcomes. If students are apprehensive about the format of live in-person presentation, the programme faculty will work with individuals to consider alternative means of demonstrating a capacity to meet module learning outcomes.

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Portfolios: Given the character of much work undertaken on the programme, predefined formats for assessment submission can act to restrict the ambition and diversity of students' practices. In these instances, portfolio submission provides authentic flexibility to accommodate, within reason, a more dynamic optionality for how students might demonstrate a capacity to meet learning outcomes. Elements within portfolios might typically include, but are not limited to, process records, critical reflections, workbooks, multimedia storytelling, evidence of professional engagement and practices, and journalistic outcomes of other formats. However, assessment brief documents provide (i) clear guidance where specific elements are required, (ii) exemplar portfolio content, and (iii) delineated expectations of time commitment and quantity of submission materials.

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Written Assignments: Where students are asked to evidence considered critical reflection on their own practice, this is sometimes submitted as a written assignment.

These are typically short in length, with a maximum word count cited as appropriate. All students have access to writing support and the programme faculty work closely with library colleagues to ensure targeted and personalised assistance is available, to prevent written submissions from disadvantaging students with less experience in this format.

The assessment strategy ensures cohesion and integration across modules, with each assessment designed to build upon previous learning and connect different elements of the programme. This approach fosters a culture of active learning and professional readiness, preparing students for successful careers in the creative industries. Regular reviews and alignment with professional conventions ensure the effectiveness of these assessment methods, capturing the programme's goals and supporting students' development as ambitious and reflective animators.

Student support: The programme works closely with colleagues in professional services to ensure all students have full access to the best UWE Bristol can provide in student support. This includes Library, International Student Support, Language, Finance, Estates, IT and Health and Wellbeing Teams and Disability Services. Our Ethical and Animal Welfare Committees are deeply involved in supporting students to follow due procedure, and to remain physically and legally secure during the work they undertake during their programme of study. Student Support Advisers are invited to introduce their services to students.

Technical colleagues often play a large role in supporting the development of postgraduate arts students' skills and competencies. While students do not enjoy limitless access to technical spaces, resource, or expertise, we endeavour to support ambitious students to realise projects appropriate to their programme learning outcomes. In some instances, this may include access to resources or expertise typically outside of the programme of study, although this cannot be assured.

All Postgraduate programmes in the School of Arts work collectively to provide a secure and supportive community of practice. Social opportunities, curriculum design, pedagogical choices, and assessment practices have all been designed with

a supportive, collegiate student community in mind; providing opportunity to meet, work with, and share experiences with like-minded peers.

Programme Management Committees (PMCs) meet regularly to ensure a dialogic reflection on student experience is ensured. We are committed to responding to student concerns quickly, and agilely, wherever possible – and providing transparent and empathetic response to all queries even if change cannot be quickly affected.

We recognise that study in the arts can require engagement with risk-taking activity, that might stretch students' existing capabilities, and endeavour to provide supportive conditions in which these activities might take place. For example, if asked to present to a peer group, utilise a new digital technology, or engage with industry, students will be offered means to develop the skills to succeed in these endeavours, and/or where possible alternative means of accessing the same learning outcomes. Content warnings will be in place if sensitive materials or themes are known to feature in taught materials, and reasonable adjustments will always be considered.

Wherever possible and in students' interest, materials will be distributed 48 hours before a taught session takes place, and taught content in lecture or seminar format will be recorded for full student access.

Part B: Programme Structure

Year 1
Students must take 180 credits from the modules in Year 1.

Year 1 Compulsory Modules
Students must take 180 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UPCB69-15-M	Critical Collaboration 2025-26	15
UPCB68-15-M	Creative Professional Contexts 2025-26	15

UPCB6A-60-M	Final Major Project 2025-26	60
UALB6H-45-M	Animation 1 2025-26	45
UALB6J-45-M	Animation 2 2025-26	45

Part C: Higher Education Achievement Record (HEAR) Synopsis

Placing animation at the forefront of contemporary storytelling, students leverage new technologies and diverse media. Working in small groups, guided by celebrated staff and industry links, students focus on stop-motion, digital 2D, or CG technologies.

Located in Bristol, a global centre for animation, students benefit from partnerships with local organizations like Aardman Animations and access to industry-standard facilities, including 2D, CG, and stop-motion studios.

Accredited by ScreenSkills, graduates earn a recognized master's degree and join a network of industry-active alumni, with potential eligibility for a BAFTA scholarship.

Part D: External Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

PSRB accreditation: The programme has been designed in consultation with ScreenSkills.

QAA Subject Benchmark Statement: curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations for Communication, Media, Film and Cultural Studies (2024) and Art and Design (2019). These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices. Also consulted during the development of this programme was the QAA Frameworks

for Higher Education Qualifications of UK Degree-Awarding Bodies (2024); used to calibrate the quality of the programme and the articulation of appropriate learning outcomes, and the QAA guidance on Enterprise and Entrepreneurship Education (2018).

National Occupational Standards and Enterprise Guidance: ScreenSkills Animation suite of National Occupational Standards were referenced during the design of this programme.

UWE Strategy 2030 and UWE Programme Principles: The programme has been designed with the values and guidance of the UWE 2030 strategy in mind, and the frameworks, methods, and fundamentals put forward in the UWE Programmatic Principles.

Faculty Research Practice and Professional Expertise: All members of the teaching team are engaged in contemporary research or professional practice in the field, and draw on a wide range of professional contacts and published work to inform and review the academic content of this programme.

Employer Interaction/Feedback: Faculty are actively involved in their own practice and knowledge exchange activities with partnerships across a broad range of commercial and non-commercial organisations within the field of animation and the wider creative industries. We drew on advice from our industry contacts, employed alumni, and partner organisations in the development of this programme.

Part E: Regulations
Approved to University Regulations and Procedures