

## **UNIVERSITY FOR THE CREATIVE ARTS**

### **PROGRAMME SPECIFICATION FOR:**

#### **BA (HONS) ANIMATION**

*This document is a hybrid version for 2016/17<sup>1</sup>*

#### **PROGRAMME SPECIFICATION 2016/17**

*This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.*

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<sup>1</sup>This version combines Section A of the new 2016/17 Programme Specification template (which combines the following sections of the Programme Specification 2015/16: A, B, C, F and table of units) and the following sections of the 2015/16 Programme Specification for the course: Course Aims; Course Outcomes; Summary of Distinctive Features of the Course; Learning, Teaching & Assessment; Enhancing the Quality of Learning & Teaching.

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>2</sup>		
Final Award Title and Type	BA (Hons)		
Course Title	Animation		
Course Location and Length	Campus: Farnham	Length: 3 years	
Period of Validation	2012/13 to 2016/17		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Entry criteria and requirements <sup>3</sup>			
<p>The following qualifications and minimum requirements will be considered:            Minimum entry criteria of 220-240 UCAS tariff points</p> <ul style="list-style-type: none"> <li>• OR pass at UAL Foundation Diploma in Art &amp; Design (Level 3)</li> <li>• OR pass at BTEC Extended Diploma / National Diploma (Level 3)</li> <li>• OR Access Diploma</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Four GCSE passes at grade C or above, including English or Key Skills Communication Level 2.</li> <li>• Other relevant and equivalent UK and international qualifications are considered on an individual basis.</li> </ul> <p><u>Minimum English language requirements</u></p> <p>If your first language is not English a certificate is required as evidence that you have an average IELTS score of 6.0 (with a minimum of 5.5 in each individual component) or equivalent.</p> <p>You may be offered a place on a course on the condition that you improve your English language and study skills. We offer two <a href="#">pre-sessional English language courses</a> which can improve your IELTS score by a maximum of 1.0 and 0.5, or equivalent.</p>			
Overall methods of assessment <sup>4</sup>	Written exams:	Practical exams:	Coursework:

<sup>2</sup> Regulated by the Higher Education Funding Council for England

<sup>3</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

<sup>4</sup> As confirmed for the KIS course stage data: the overall percentage in terms of Written exams; Practical exams and Coursework

	Stage 1	0.0%	0.0%	100.0%
	Stage 2	0.0%	75.0%	25.0%
	Stage 3	0.0%	16.7%	83.3%
Overall Learning & Teaching hours <sup>5</sup>		Scheduled:	Independent:	Placement:
	Stage 1	45.7%	54.3%	0.0%
	Stage 2	36.7%	60.0%	3.3%
	Stage 3	20.8%	75.8%	3.3%
General level of staff delivering the course <sup>6</sup>		The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Mode of Study		Full-time	✓	Part-time
Language of Study		English		
Subject/Qualification Benchmark Statement: Art and Design				
Framework for Higher Education Qualifications (FHEQ)				

<b>The course structure</b>				
The structure of all of the University's awards complies with the University's Common Credit Framework. All students are registered for a particular award. Exit awards are available to students in line with 6.7 of the Common Credit Framework.				
<b>Unit codes and titles</b>	<b>Level</b>	<b>Credit value</b>	<b>Elective/ Core</b>	<b>If elective is this the</b>

<sup>5</sup> As confirmed for the KIS course stage data: the overall percentage by stage

<sup>6</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

				<b>most popular student choice?</b>
<b>Year 1</b>				
FANI4005 - Form, Context and Interpretation	4	30	Core	
FANI4006 - Digital Skills	4	30	Core	
FANI4007 – Drawing, Drama and Design	4	30	Core	
FANI4008 – Animation Principles	4	30	Core	
<b>Year 2</b>				
FANI5001 – Historical and Theoretical Perspectives	5	30	Core	
FANI5006 – Advanced Digital Techniques	5	30	Core	
FANI5003 – Short Film	5	30	Core	
FANI5004 – Research and Concept	5	30	Core	
FANI5005 – Advanced Digital Techniques (Study Abroad Option)	5	30	Elective	No
Study Abroad with Host Institution	5	60	Elective	No
<b>Year 3</b>				
FANI6001 – Destinations	6	10	Core	
FANI6002 – Proposal and Pitch	6	20	Core	
FANI6003 – Final Film	6	60	Core	
FANI6004 – Dissertation	6	30	Core	

## COURSE AIMS

A1 Encourage individual, creative approaches to all forms of animation from auteur to all aspects of commercial animation production.

A2 Develop a range of general, specialist and transferable skills and competencies relevant to both post graduate study and employment.

A3 Provide opportunities for students, within the curriculum, to develop a specialist focus and application for their work.

A4 Develop a critical understanding of the theoretical debates relevant to animation and its wider cultural context.

## COURSE OUTCOMES

Upon successful completion of the course students are able to:

**Upon successful completion of the course students have the ability to:**

LO1 Produce a creative and individual response to all forms of animation production.

LO2 Employ a range of general, specialist and transferable skills and competencies relevant to both post Graduate study and employment.

LO3 Apply specialist skills and competencies to the students chosen field of specialism within animation and the wider creative arts industries.

LO4 Understand and critically assess the theoretical debates relevant to animation in its wider cultural context.

Upon successful completion of the course students will be able to demonstrate:

Knowledge

- A range of general, specialist and transferable skills and competencies relevant to both post Graduate study and employment (LO2)

Understanding

- The theoretical debates relevant to animation in its wider cultural context. (LO4)

Application

- Creative and individual responses to all forms of animation production. (LO1)
- Specialist skills and competencies to their chosen field of specialism within animation and the wider creative arts industries. (LO3)

## SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE

The BA (Hons) Animation course is committed to the study and exploration of self-authored animated filmmaking. It encourages creativity and individuality through a broad definition of animation, which includes any technique that is created 'frame by frame'.

The course respects all established approaches to animation (drawing, stop frame, under the camera techniques, experimental) whilst fully integrating all of the ongoing technological developments in digital production and computer animation. These practices are underpinned by a theoretical understanding of the rich traditions and history of the medium.

You will be encouraged to develop your individual styles through a hands-on approach to filmmaking that allows you the opportunity to explore and shape your chosen area of specialism. This will enable you to experience all aspects of film making, to identify your own interests and strengths and develop your skills in these areas.

Introduction to the course

As the oldest established Animation degree in the country, the record of achievement of our Alumni is second to none. Graduates have won three Oscars and so far have received a further seven nominations, as well as winning many other major awards including BAFTA's and BAA's.

Many long standing and successful studios have been set up by our alumni including Tandem Pictures, Astley Baker Davies and Triffic Films. This gives the course solid links to a vibrant industry and we enjoy good working relations with a wide range of creative talent, studios and potential

employers.

Many of our successful past graduates remember their time here and are keen to actively support the Course and encourage our present students. The Course team is made up of a healthy mix of full-time and sessional staff, and an exciting range of visiting lecturers, which again reflects our proximity to the major centre of creative talent in London.

The Animation Research Centre (ARC) is also located within the campus and provides a unique resource in terms of its archive of British Animation, offering a link to the traditions and history of the form.

Whatever your ambitions, the study of animation on this course will equip you with specialist knowledge of drawn, stop frame, 3D CG and 2D digital animation techniques. You will also gain a diverse range of other key skills including presentation, organisation, team work and project management. We encourage entrepreneurial skills so that our graduates are capable of initiating their own projects and creating their own companies such as Slurpy Studio's, Victor Animation and the Seesaw Collective.

Throughout the course we encourage our students to be active in getting their work shown publicly via Festivals and competitions. There are also opportunities to undertake work placements, which usually take place during the second year.

Finally, at the heart of our Animation degree is the aim to produce students who can both think and 'do. For employers this means our Graduates are recognised as being able to make positive contributions to a team through their thorough understanding of the whole animation production process.

In summary, the BA (Hons) Animation Course:

- Established in 1972 by Oscar winner, Bob Godfrey making it the oldest animation Course in the UK.
- Offers the full range of 2D, stopframe and computer animation with plenty of opportunities to combine and experiment with all of these techniques.
- Provides a full range of Animation knowledge and skills: life and observational drawing, creativity and expression, 'acting for animation' classes, computer literacy and familiarity with software, communication and presentation skills, project management, time management, and the ability to work either individually, collaboratively or as a part of a team.
- Has excellent facilities; an animation studio with Mac workstations, line testers and high speed batch scanners, model animation studio with green screen facilities, motion control rig and Dragon software, digital and 16mm rostrums, 35 industry-standard 3D PC workstations with Autodesk suite (Including Softimage) and full Adobe Suite and a sound recording studio with voice-over booth and live talkback.
- Has a practice-theory ratio of 75:25, where all theory elements have a direct relevance to Animation practice.
- Has an excellent record of student screenings at Animation festivals around the world.
- Organises an exciting programme of guest lecturers including established filmmakers and specialist practitioners, who talk about their work, practice, and current developments within the animation industry.
- Has an excellent record of student successes in national and international competitions and provides all students with the opportunities to work on live, high profile briefs and projects during the three years.
- Has excellent links with high profile MA courses such as the Royal College of Art and National Film and Television School.
- Is located at a close-knit campus as a working context that specialises in creative work: art, design, media and communication.
- For more information and the latest up to date news please look at the course website [Farnhamanimation.com](http://Farnhamanimation.com).

## LEARNING, TEACHING AND ASSESSMENT<sup>7</sup>

### Learning and Teaching Strategy

In keeping with all courses at the University for the Creative Arts, the BA (Hons) Animation course team believe the most effective educational experience combines both structured teaching and independent study. The teaching methods are founded on significant experience and are proven to encourage deeper thinking, while the learning strategies promote the skills of critical reflection and the capacity to sustain a commitment to study.

The learning and teaching methods applied to the curriculum have evolved over a period of years recognising the diversity of approaches in production, as well as the range of needs presented by a number of the students. With this understanding, the course has developed its own successful method of delivery through screenings, seminars, on-line resources, targeted workshops and, in particular, individual tutorials.

With the use of blogs in most units, students are able to better manage their research and presentation as their work can be accessed at any time and not just presented at crits or assessment.

Structured teaching, one to one support and independent study empower students as autonomous thinkers through the delivery of essential skills and targeted support. Timetabled self directed study enables students to demonstrate their skills as autonomous learners through personal time management, to develop their ability to formulate goals and meet set deadlines. As the course progresses, students will take the maximum individual responsibility for their own learning. Self directed study will replicate professional working conditions.

The methods employed across the course are aligned to current pedagogic thinking and in particular to the specific advocacy of 'deep approaches' to learning. The teaching methods employ strategies to promote creativity and exploration, as well as the skills of critical reflection and the capacity to sustain a commitment to study. These methods include: individual and group tutorials, group work, seminars, critiques, presentations, work placements and self-directed study.

The course team believe in the integration of theory and practice as critical learning and reflective methodologies. Theoretical components are delivered both within practical and contextual studies units allowing students to contextualise their practice and prepare them for employment and/or postgraduate study.

The course benefits from its proximity to London and the considerable resource that London provides. Regular guest practitioners from industry deliver lectures or teach on specific projects bringing their contemporary and current approaches to their disciplines and a critical external perspective. All projects are updated annually to embrace contemporary trends, industry development, new ideas and methods of delivery.

Lectures provide a group context for:

- Briefing students at the start of a unit, focussing on key issues, basic skills and assessment requirements.
- Screening work and providing information on specific aspects of their subject prior to a seminar, which will test understanding.
- Placing the profession and practice of Animation within its larger social, historical,

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<sup>7</sup> Include reference to the following, where appropriate: PDP, online learning, independent learning, exchange, placement, employability & employer engagement

professional and cultural context, such as might be provided by (e.g.) visiting lecturers

Seminars are used:

- To introduce and explain the learning outcomes and objectives as detailed in unit handbooks and briefings,
- To contextualise and focus set projects in terms of the theoretical, historical, professional and cultural issues that inform the subject, raise issues and/or prompt and provoke debate and discourse, and
- As an inspirational tool to engage students in a constructive, methodological and personally appropriate approach to study.

Group tutorials are employed strategically across the course to:

- Establish common themes within work and identify examples of good practice.
- Enable students to learn from one another.
- Engage students in tutor supervised constructive peer feedback, and
- Critically evaluate the effectiveness of tasks and set goals for the future.

Individual tutorials: Outputs from Animation projects are often highly individual, and therefore 'one to one' tutorials are a distinctive feature of the course. They are an extremely effective way of recognising individual strengths, suggesting specific areas for personal development and then identifying appropriate industry practices. This is all done through an intense scrutiny of the project work.

- Most projects involve some form of collaboration; for example, many students will work with someone else on their soundtracks, editing or design. Therefore tutors also give guidance on key skills of negotiation, direction and organisation to students working both individually and as part of a group.
- The content of all tutorials, including work shown, suggestions made and targets set, is recorded in an individual student file commonly known as 'The Book of Truth'. This record is then contributed to by the other tutors teaching on that unit. The 'Book of Truth' enables a tutor to track the progress and development of each project whilst having a consistent point of reference for the student.
- Individual tutorials will:
- Take place throughout the unit from initial idea development, animation production and post production through to assessment and feedback.
- Establish an individual project production schedule which sets project specific interim targets as well as meeting the unit assessment deadlines.
- Have a trouble-shooting function for any creative, organisational, technical or personal issue.
- Permit tutor and student to explore ways to improve and 'polish' projects by balancing individual ways of working with accepted industry practices.
- Support students in achieving learning outcomes autonomously.

Independent Study

- It is the nature of employment in the subject that creative work is undertaken within varying parameters and responds to both self initiated briefs and those from commissioning editors. The course replicates these conditions as closely as possible by establishing the framework for independent study to inculcate original and imaginative visual research skills from an early point. Second and third-year projects are designed in such a way that they cannot be undertaken without well-managed, resourceful self-directed study.
- Independent study takes place within the College, at home or at an appropriate location. It inculcates effective time management and self motivation as essential key skills in the professional work place.

Studio work is the description given to a combination of tutor led seminars, individual and/or group tutorials and independent study that often takes place within the practical units.

Personal Development Planning is an essential element of the course approach to student learning. At each stage of the course, students have the opportunity to engage in PDP activities that will

assist them in identifying skills and knowledge, reflecting on their achievements, and describes their career aspirations. Through the process of individual or 'one to one' tutorials, students receive specific advice and guidance relevant to both their means of animating and potential direction of their career. The development of blogs also allows students to reflect upon their work within the unit and their overall progress through each Stage.

Technical Demonstrations are an important component of the course and are always used to locate technical skills and methods in the larger theoretical context. Units are never used solely to teach technology. Technology is a tool to affect a change or solve a problem, brief or challenge and not an end in itself. Technical demonstration therefore used to:

- Support the acquisition of a range of technical skills in various IT packages
- Introduce essential practical techniques such as image capture, editing, DVD authoring, rendering and asset collation, sound recording, mixing and composition.
- Provide demonstrations and hands-on instruction
- Allow students the practical experience needed for utilising these skills on their own.

Work placements and industry contacts have been a characteristic of the course for a great many years. The course believes in the importance of students developing and maintaining an understanding of the Animation industry, the workplace and how to compile a network of useful contacts. Staff utilise their extensive industry contacts to attract a significant number of guest speakers.

External competitions and festivals have always been regarded as very useful devices for ensuring students understand the wider context and parameters in which they will work. The stage 2 units 'The Short Film' and 'Research & Concept' ensure all students produce work to the professional standards required by the industry and this expectation continues throughout the remaining film production units up until Graduation.

MyUCA. The course makes extensive use of blogs as well as MyUCA. The course, as a recognised 'super-user' of MyUCA, has developed an extensive range of on-line resources in addition to the usual course materials such as unit handbooks and timetables. The additional resources include downloadable storyboard templates, examples of student work, guides to festivals and film language.

The course team have accrued considerable experience in the assessment of their subject since validation, and these methods are integral to course design, its aims and objectives. Good clear practice relates to the aims, learning outcomes, and assessment requirements ensuring:

- The validity and reliability of the process
- Through unit briefings and pre-assessment seminars, students know what is expected of them and what they need to do to succeed, and
- That the work assessed is representative of what the student has learnt in the unit and appropriate to the aims and learning objectives.

Course website. Farnhamanimation.com is the 'outward face' of the course. It highlights the monthly achievements and successes of students, staff and Graduates. It also showcases student work and provides in depth detail about the course and its alumni to prospective students and employers.

#### Assessment Strategy

Methods vary throughout the course enabling staff to align differing methods against differing outcomes, requiring both specified and portfolio submissions which might include project work, essays, seminar presentations, written assignments, layouts, treatments, storyboards, scripts,

animatics and/or completed films.

This provides students with the opportunity to demonstrate their achievement across a range of skills, as well as subject-specific and technical knowledge. For each unit a timetable for assessment is published, together with a clear statement of assessment requirements, assessment criteria and assessment methods.

Tutor-led assessment enable the identification of the level of achievement of the Learning Outcomes against the assessment submission and make judgements with relation to grade and level descriptors about students' work.

Peer critique is used alongside student presentations to enable staff to:

- Monitor student understanding of learning outcomes and assessment requirements, and
- Hone student presentation and critical judgment skills.

Assessment of group work is achieved using the Peer Group Assessment (PGA) procedure. Students are given guidance at the start of the unit about the expectation of the standard of group work in relation to the specific assessment criteria. They are also helped to establish individual roles within the production and agree a working production schedule complete with interim deadlines. The group is then guided, like all students, via the tutorial system.

The Peer Group Assessment process takes the moderate mark arrived at by the tutors for the work submitted, and this number is then multiplied by the total number of the members of the group. This total score is then, as decided by the members of the group itself, divided amongst the team members. All the marks have to be agreed by the students and tutors to ensure parity.

Although individual working is one of the distinctive features of this course, most of the films produced include some form of collaboration; for example, many students will work with someone else on their soundtracks, editing or design. Therefore tutors also give guidance on key skills of negotiation, direction and organisation to students working 'individually'.

Feedback is another distinctive feature of the course and is regarded as a valuable teaching opportunity, particularly on the film units in Stage 2 and 3 when all students are given comprehensive individual written and verbal feedback and as appropriate, group screenings and general feedback, at the end of their units.

Internal Verification serves to maintain parity of marking. The College verifies a ratio-based number of all final subject-specific unit marks, determined by the University in relation to cohort numbers, marks being noted as 'verified' on all mark sheets. Verification takes place prior to the unit marks being published. Additionally, the school engages with the annual college parity event which compares specific grades achieved on different courses to ensure that marking standards are maintained across subject boundaries.

External examiners are nominated by the Course Team and approved by the College Board of Study and Academic Policy and Standards Committee (APOS). Their responsibilities include ensuring that proper academic standards are maintained and that the assessment is valid, reliable, appropriate and fair.

Strategies used specifically in response to student disability

As the course continues to attract an above average number of students with individual needs, specifically those within the autistic spectrum of disorders such as Aspergers, the team have developed strategies to help these students to achieve. The course team work closely with the individual student's mentors as well as paying particular attention to time management and organisational issues.

Animation offers a solid learning environment for students with disabilities. Over the years we have tutored several students with Autistic Spectrum disorder, dyslexia, hearing impairment and Multiple Disabilities, which includes wheelchair use.

The course actively responds to the needs of all students to embed good practice in the delivery to meet the requirements of a diverse cohort. One consideration is the effective management of dyslexia. The course is project and practice led, with a focus on student research, workshop practice, and technical material and process based knowledge towards defined outcomes. This will link a concept based beginning with a context related conclusion. This practical exploration is accessible to dyslexic learners allowing them to discover through 'doing'.

In general terms, as much of the teaching is delivered individually and thus tutorial advice can easily be tailored to suit the needs of the specific student. All other studios remain accessible to all needs.

### **ENHANCING THE QUALITY OF LEARNING AND TEACHING**

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks in Art & Design and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives