



UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title:	BA (Hons) Animation BA (Hons) 3D Character Animation and Special Effects BA (Hons) Stop Motion Animation and Puppet Making
Awarding Body:	Staffordshire University
Final Awards:	BA / BA (Hons)
Intermediate Awards:	
Mode of Study	Full Time
UCAS Codes:	W616 - Animation W617 - 3D Character Animation and Special Effects WW67 - Stop Motion Animation and Puppet making
QAA Subject Benchmarks:	Art and Design
Professional/Statutory Body	
Date of Production:	January 2010
Date of Revision:	

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EDUCATIONAL AIMS OF THE PROGRAMME

- To equip graduates with a **core** knowledge of fundamental animation skills and production discipline, through drawing, character design, production planning, narrative treatment and creative application of production methods.
- Gain an appreciation of film language and film composition in context to animation. This will be incorporated into core contextual modules at all levels of the awards
- An exploration of an integrated range of animation studio practice, contextual study and approaches to employability through external client projects during their study.
- An understanding of their personal creative development through personal development portfolios (PDP's) in context to current social, cultural and economic contexts within which they operate and the relationships between their practice and their audience / consumers.
- To enable students to network with external clients and professional companies through specific work based modules at intermediate and honours level's of the Awards.
- Employability is built in throughout the curriculum and is an integral aspect of the exit strategy upon graduation.
- Team working is a key learning outcome and important in any animation production pipeline and forms core activities in all levels of the Award
- The award builds experience of working in both a lead and assistant role at all levels of the awards. It is essential to effectively communicate, plan, manage and delegate with peers in production.

What is distinctive about this programme?

The Animation Courses at Staffordshire are distinct in offering **three distinct routes of study** which allow students to explore either all methods of production at Level 4 in order to make a diagnostic choice as to which method of production they find to suitable for their aesthetic and design development as an animator or a specialist route where either Stop Motion or Cgi animation forms the main focus of the Award.

All the Animation Awards are distinct in developing a professional skills portfolio in preparation for a range of employment destinations. The Animation industry requires a broad range of skill sets alongside being an animator and the course support a process of delivering other transferable skills in order to access creative roles across the Media and Design Industries.

The Animation awards are focused on performance animation which builds a sense of emotion, personality and ultimately "believability" in an engaging plot or narrative scenario.

The course philosophy is to nurture passionate animators who embrace this approach to practice.

The course encourages ideas generation and communication valued by the UK production companies, the ability to be self critical and objective about your development, to look "outside of the box" to avoid predictable and clichéd art work. The course promotes the development of a personal signature and to seek new visual and illustrative interpretations to animation production through experimentation and exploration of media.

You will develop creative and practical skills through a variety of learning methods including group demonstrations of equipment and techniques; animation production workshops; lectures; seminars; peer critiques and individual tutorials.

The course provides the essential practice and contextual based assignments in animation whilst gaining a wider appreciation of related contemporary fields of creativity and learning through additional option modules.

The course offers the opportunity to broaden critical knowledge and communication skills in film language, scriptwriting and related areas of practice ready for entry into the media service of broadcast television, independent filmmaking, online and communication sectors of the visual content market.

The course structure is built around a series of animation projects to stimulate and nurture individual practice whilst recognising the importance of team working and negotiation in animation production. You will receive a structured practical grounding in aspects of 2D, CGI and stop motion animation production techniques during your first year moving to greater specialisation and freedom in level 5, culminating in full negotiated study at Level 6 during your Honours year.

The course offers the opportunity to travel both in the UK and abroad during the course to film and animation festivals which allows for networking and broadening of awareness of the industry.

Guest and visiting industry professionals come at regular intervals to give specialist lectures to all the students. Staff have established an events schedule which includes Animation Masterclasses at regular intervals throughout the 3 years. Named speakers have included Ed Hooks, Joanna Quinn, Barry Purves as well as leading Animation and Effects studios

The British Animation Awards BAAs screenings have been curated at Staffordshire University as a result of staff managed projects demonstrating that the Award team are dedicated to adding value to the core curriculum

There is an opportunity through two specific client based modules to conduct study through a negotiated work placement. For the last few years Staffordshire students have assisted at both FLIP and BAF Animation Festivals in Wolverhampton and Bradford. The Awards place strong emphasis on completion of competition, festival and design project briefs throughout level 4 and 5 where students build up their understanding and awareness of industry needs

The quality of the animation work produced within the faculty has been recognised nationally and is evidenced by a record of recent competition success in BBC Talent New Animator 2005 and British Film Catalogue in 2005 amongst a whole host of online and local competition success.

The legacy of student and Animation Alumni from Staffordshire University is testament to its increasing development and position as a significant player on the University level in the UK.

Students from the Awards have gone onto work at leading UK establishments including Aardman Animations, BBC, Ragdoll, Hot Animation, Chapman Entertainment which demonstrates the currency of the curriculum across the Awards.

As such there is a strong emphasis on presentation of specialist knowledge and application in which ever method of production is utilised.

The students are encouraged to work toward full independent working practice leading up to their Signature Projects at Level 6.

Specific Aims for New Specialist Animation Awards

3D Character Animation and Special Effects

Build skills around a 3D pipeline which will include an understanding and specialisation in modelling, and character rigging, lighting and rendering, Character based dynamics and particle systems.

Students will also become proficient in 3D composite, motion tracking and digital capture methods for games based animation.

The Award structure is built around developing Animation skills and CGi in the development of a 3D focused reel for the games and Film Industries. The main emphasis is on the Autodesk suite of software which is used primarily in Industry. The Award however seeks to underpin visualisation drawing and sculpture to aid a broader sense of the Animator / Artist in context to practice.

The course develops wider transferable skills through assistive technology such as 3D scanning / Motion Capture data capture and effects based compositing.

Graduating students have shown to have entered Industry via the animation and VFX routes.

Stop Motion Animation and Puppet making

- *This is the only dedicated Stop Motion Animation course in the UK*

The Award has been built around developing traditional animation practice with puppets and sets. Although Cgi appears to have cornered the Animation market over the last decade Stop Motion still remains a force in both series based programming commercials and features. As such the award focused on the development of a contemporary approach to stop motion through a digital capture pipeline. The Award recognises that current stop motion practice is dependently linked to compositing and as such the award balances the tradition with current trends in film production

The Award builds skills around a physical animation which will include an understanding and specialisation in manual camera skills and lighting, armature building and set construction.

Students will become proficient as either animators or in a role which facilitates animation such as in prop building or camera specialists.

PROGRAMME OUTCOMES

What will this programme teach me to do?

Please see appendix for full Learning outcomes across the Awards

At the end of your studies you should be able to:

Knowledge & Understanding Employ a range of independent strategies gained from previous study and research in the development of a set of design proposals suitable for Level 6 and signature honours project. Consideration of specific market and target audience; as appropriate to the specific award in Traditional, Computer Generated Animation or Stop Motion.
Learning Recognise individual limitations in which to accomplish a planned concept and determine ones own learning within a framework of negotiated guidance.
Enquiry Implement appropriate research methods throughout a self initiated animation project showing evidence and summary of conclusions of negotiated decisions critical changes and resolution of final outcomes.
Analysis Identify major issues affecting the global animation industry in terms of manufacture, distribution visual platform in the consideration of the outcome of a final major Animation production.
Problem Solving Identify a set of achievable project conclusions for a series of Animations proposals. Negotiate and evaluate strengths and weaknesses in the concept ideas and explore alternative solutions through consultation with peers and staff. Show evidence of revision to script and shot composition as appropriate to the chosen animation pathway as a result of peer feedback.
Communication Demonstrate written and visual factors which effectively communicate Animation concepts & narrative scenarios to a specific target audience which articulates a range of audio and visual concepts
Application Assimilate current theory and productivity in a set of animation productions which articulation comprehensible narrative plot and seek to fit this into context with current Animation / Stop Motion or CGI industry practice
Reflection The use of critical evaluation in placing existing and planned work in context with contemporary practice. Show evidence how this affects autonomy, initiative and self direction in preparation of a set of narrative concepts.
Visual Analysis The effective analysis of visual and narrative elements in a film or animation which conveys clear compositional and readable strengths governing integrity and continuity in the plot.
Working With Others Accept responsibility as a director in the effective management of assistants recognise the strengths of the team or individual in delegation of key aspects of production.

These learning outcomes have been informed by the QAA Art and Design Subject Bench Marking Statement 2008.

PROGRAMME STRUCTURE, MODULES AND CREDITS

Award: ANIMATION

Route: Single (Hons)

Potential award = CertHE (120 credits passed with at least 90 at L4)

L E V E L C (4)	Teaching Block 1	CORE AM50029-4 Animation Principles (30)	CORE AM00209-4 Researching for Animation and VFX (15)	CORE AM50323-4 Drawing (15)
	Teaching Block 2	CORE AM50315-4 Applied Timing and Movement (30)	CORE AM75024-4 Cinema Film Analysis (15)	CORE AM50249-4 Sculpture for Animation (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

L E V E L I (5)	Teaching Block 1	CORE AM50033-5 Character Animation and Implementation (30)	CORE AM50038-5 Advanced Lipsynch and Audio Production (15)	CORE AM75038-5 Screenwriting: Short Film (15)
	Teaching Block 2	CORE AM50036-5 Film Shorts & Stings (30)	CORE AM50163-5 Professional Practice, Animation Debates (15)	GENERAL OPTION (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credit and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

L E V E L H (6)	Teaching Block 1	CORE AM50287-6 Individual Short Animation (30)	CORE AM50003-6 Design Project Report (15)	CORE AM50041-6 Animation Futures Destinations (15)
	Teaching Block 2	CORE AM50309-6 Animation Direction (45)		GENERAL OPTION (15)

Award Specific Options may be taken in place of General Options

Award Specific Options –ANIMATION

LEVEL I (5)					
Teaching Block 1		Cats	Teaching Block 2		Cats
			AM50298-5	Animation Collaboration Brief	15
			AM50035-5	Experimental Animation	15
			AM50300-5	Digital Compositing: Intermediate Level	15

LEVEL H (6)					
Teaching Block 1		Cats	Teaching Block 2		Cats
			AM50039-6	External Brief : For Animation	15
			AM50122-6	Advanced 3D Modelling and Animation	15
			AM50301-6	Digital Compositing: Advanced	15
AM50363-6	Team Production Project	15	AM50363-6	Team Production Project	15

GENERAL OPTIONS

Students can choose from the Award Specific Option list or modules from elsewhere in the Faculty of Arts, Media and Design. Alternatively, they can choose from the University General Option Guide or a module from another Faculty (e.g. Business and Law). (Available via www.staffs.ac.uk/amdoptions).

Award: 3D CHARACTER ANIMATION
Route: Single (Hons) & SPECIAL EFFECTS

Potential award = CertHE (120 credits at L4 or higher)

L E V E L C (4)	Teaching Block 1	CORE AM50029-4 Animation Principles (30)		CORE AM00209-4 Researching for Animation and VFX (15)	CORE AM50323-4 Drawing (15)
	Teaching Block 2	CORE AM50249-4 Sculpture for Animation (15)	CORE AM50328-4 3D Character Production Pipeline (30)		CORE AM50299-4 Digital Compositin An Introduction (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 120 at L5)

L E V E L I (5)	Teaching Block 1	CORE AM50033-5 Character Animation and Implementation (30)		CORE AM50038-5 Advanced Lipsynch and Audio Production (15)	CORE AM50097-5 Intermediate 3D Computer Modelling (15)
	Teaching Block 2	CORE AM50250-5 Special Effects and Digital Capture Methods (30)		CORE AM50163-5 Professional Practice, Animation Debates (15)	GENERAL OPTION (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 120 at L6 & no more than 120 at L4)

L E V E L H (6)	Teaching Block 1	CORE AM50287-6 Individual Short Animation (30)		CORE AM50003-6 Design Project Report (15)	CORE AM50041-6 Animation Futures Destinations (15)
	Teaching Block 2	CORE AM50309-6 Animation Direction (45)			GENERAL OPTION (15)

Award Specific Options – 3D CHARACTER ANIMATION

LEVEL I (5)					
Teaching Block 1		Cats	Teaching Block 2		Cats
			AM50298-5	Animation Collaboration Brief	15
			AM50300-5	Digital Compositing: Intermediate Level	15

LEVEL H (6)					
Teaching Block 1		Cats	Teaching Block 2		Cats
			AM50039-6	External Brief: For Animation	15
			AM50122-6	Advanced 3D Modelling and Animation	15
			AM50301-6	Digital Compositing: Advanced	15

GENERAL OPTIONS

Students can choose from the Award Specific Option list or modules from elsewhere in the Faculty of Arts, Media and Design. Alternatively, they can choose from the University General Option Guide or a module from another Faculty (e.g. Business and Law). (Available via www.staffs.ac.uk/amdoptions).

Award: STOP-MOTION ANIMATION & PUPPET-MAKING
Route: Single (Hons)

Potential award = CertHE (120 credits at L1 or higher)

L E V E L C (4)	Teaching Block 1	CORE AM50029-4 Animation Principles (30)	CORE AM00209-4 Researching for Animation and VFX (15)	CORE AM50323-4 Drawing (15)
	Teaching Block 2	CORE AM50245-4 Stop Motion Production Pipeline (30)	CORE AM50249-4 Sculpture for Animation (15)	CORE AM75024-4 Cinema: Film Analysis (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 120 at L2)

L E V E L I (5)	Teaching Block 1	CORE AM50033-5 Character Animation and Implementation (30)	CORE AM50038-5 Advanced Lipsynch and Audio Production (15)	CORE AM50197-5 Model Making (15)
	Teaching Block 2	CORE AM50371-5 Puppet Performance (30)	CORE AM50163-5 Professional Practice, Animation Debates (15)	GENERAL OPTION (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 120 at L6 & no more than 120 at L4)

L E V E L H (6)	Teaching Block 1	CORE AM50287-6 Individual Short Animation (30)	CORE AM50003-6 Design Project Report (15)	CORE AM50041-6 Animation Futures Destinations (15)
	Teaching Block 2	CORE AM50309-6 Animation Direction (45)		GENERAL OPTION (15)

Award Specific Options –STOP MOTION ANIMATION AND PUPPET MAKING

LEVEL I (5)					
Teaching Block 1		Cats	Teaching Block 2		Cats
			AM50298-5	Animation Collaboration Brief	15
			AM50300-5	Digital Compositing: Intermediate Level	15
			AM50035-5	Experimental Animation	15

LEVEL H (6)					
Teaching Block 1		Cats	Teaching Block 2		Cats
			AM50039-6	External Brief for Animation	15
			AM50122-6	Advanced 3D Modelling and Animation	15
			AM50301-6	Digital Compositing: Advanced	15

GENERAL OPTIONS

Students can choose from the Award Specific Option list or modules from elsewhere in the Faculty of Arts, Media and Design. Alternatively, they can choose from the University General Option Guide or a module from another Faculty (e.g. Business and Law). (Available via www.staffs.ac.uk/amdoptions).

Award Learning Outcomes

	Level H (Honours)
<p>Knowledge And Understanding An understanding of their discipline in its broadest sense including coherent and detailed knowledge of contemporary practices and their historical, theoretical, cultural, global, socio-economic, technological and professional contexts</p>	Employ a range of individual methods and strategies gained from previous study and researching the development of a set of proposals for a specific market and target audience; as appropriate to Computer Generated Animation or Stop Motion.
<p>Learning The ability to work creatively, flexibly and independently; to select and organise material of an appropriate practical, critical and theoretical nature.</p>	Recognise individual limitations in which to accomplish a planned concept and determine ones own learning with a minimum of guidance.
<p>Enquiry The ability to carry out secondary and primary research for projects, essays, presentations and reports, involving substantial self-managed enquiry and the analysis of results for the formulation of conclusions for future work.</p>	Implement appropriate research methods throughout a self initiated animation project showing evidence and summary of conclusions of negotiated decisions and outcomes
<p>Analysis Analyse communication forms closely, interpret and show critical understanding; employing both convergent and divergent thinking in all aspects of subject exploration.</p>	Identify major issues affecting the global animation industry and interpret the consequences of the effect outsourcing has on production values and employment in the UK
<p>Problem Solving An ability to identify and anticipate problems, to explore alternative possibilities and to apply the most appropriate solution in a given project; to generate ideas, concepts, proposals, solutions or arguments either collaboratively or independently in response to set or self initiated briefs.</p>	Identify a set of achievable project conclusions for a series of Animations proposals. Negotiate and evaluate strengths and weaknesses in the concept ideas and explore alternative solutions through consultation with peers. Show evidence of revision to script and shot composition as appropriate to Stop Motion and CGI as a result of peer feedback.
<p>Communication The ability to articulate ideas effectively in inter-personal settings through visual means, formal writing and project reports and to a variety of specialist and non-specialist audiences.</p>	Demonstrate written and visual factors which effectively communicate narrative scenarios to a specific target audience which articulates a range of audio and visual concepts.
<p>Application To apply knowledge, research and creative exploration to and to employ convergent and divergent thinking in the processes of observation, visualisation and making; and to produce work that is informed by an understanding of audiences, contexts and boundaries</p>	Assimilate current theory and productivity in a set of animation productions which articulation comprehensible narrative plot and seek to fit this into context with current Stop Motion or CGI industry practice.
<p>Reflection The ability to evaluate their own work and personal development, with reference to professional practices and the academic debates and conventions that surround them; and the ability to exercise autonomy, initiative and self-direction in preparation for professional life.</p>	The use of critical evaluation in placing existing and planned work in context with contemporary practice. Show evidence how this affects autonomy, initiative and self direction in preparation of a set of narrative concepts.
<p>Visual Analysis The ability to understand and communicate through visual forms and the ability to use visual languages to investigate, analyse, interpret, develop and articulate ideas and expression.</p>	The effective analysis of visual and narrative elements in a film or animation which conveys compositional and narrative strengths governing integrity and continuity in the plot or process.
<p>Working With Others The ability to work and interact productively in a group or team and, as appropriate to the situation, to listen, contribute, support, negotiate and lead effectively.</p>	Accept responsibility as a director in the effective management of assistants Recognize the strengths of the team or individual in delegation of key aspects of production

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

Teaching, Learning and Assessment Strategies

The emphasis throughout each of the **awards** is on exploring believability **movement and performance** in animation. Integral to this is design research, theoretical understanding and studio projects which are all designed to establish a cohesive strategy of contextual and experiential learning in a creative environment.

An equitable set of assessment procedures will be employed to **gauge** students' learning and progression, at benchmarks stages throughout the semester.

Teaching Methods

A focused range of teaching methods in animation principles and production techniques methods will be employed across the programme emerging from the teaching team's experience in producing animation in a range of approaches and accomplished via core software practice.

Structured accumulation of knowledge, critical awareness and creative thinking.

Integration of theory and practice. Each module makes a link between understanding the contextual basis of each aspect of an animation production and its anticipated audience. This assimilation of theoretical framework and skills-based learning supports a problem solving, applied and collaborative approach to study. Students must assimilate theoretical research through independent study time in a range of written and visual presentations alongside their studio practice.

Progression towards **independent learning** and the ability to self-manage project work. Teaching at Level C is organised on the principle of diagnosing the student's ambitions for the course and their strengths and weaknesses. Through the introduction of PDP students are introduced to an ethos that promotes reflective learning, building upwards from this initial diagnosis. This careful introduction to what is likely to be an unfamiliar approach to learning for most necessitates relatively high staff/student contact time in Level C compared to I and H. Modules in Level I foster more independent project orientated modes of study, but with substantial staff support. This prepares the students for the final year in which the expectation is that they will manage their study time yet more independently – with continued support and supervision.

Building students' confidence in professional animation production. Through each level students are exposed, a graded approach, to increasingly complex challenges to their ability to articulate their ideas, through a variety of medium at public screenings or via broadcast. Students then develop independent learning strategy by reviewing and evaluating what they have produced, incorporating responses from their peers and tutors, and synthesising that feedback before progressing to the next stage.

The **Core modules** and some of the **Studio-based option modules** will often be based on a brief set by the award or module leader or an external agency or company. Commonly there will be a starting point - a brief, a project introduction, or specified area of investigation - set against the intended outcomes detailed in the module descriptor and activities that promote relevant learning and facilitate assessment of those outcomes - with a common end point, usually in the form of an individual or group presentation of work for assessment. In this kind of learning model the focus is on the creative and research process which students follow to satisfy the requirements of the module.

The range of teaching methods fall into the following general categories:

- **Studio Teaching** takes place in *purpose built animation studios* which forms a design to completion pipeline in the same location. This type of studio based learning contributes substantially to their independence as learners. (Art and Design Subject Benchmark 5.1.2, 5.3)
- **Lectures** and/or presentations by members of academic staff visiting professionals. Formal lectures maybe theoretical or practical and are generally front loaded during the semester to allow for students to explore a range of solutions for each module.
- **Seminars** or discussion groups set up to discuss issues arising from lectures or from work in progress by the group members. These can involve presentations by individual students to the group, which may be assessed for content and delivery.
- **Group Critiques** occur at key intervals during each semester and at the end of projects or modules. Students present their work to the group of staff and students for discussion, for assessment purposes or to review progress. Participation in critiques is essential and is a valuable opportunity to develop confidence in presentation and communication skills.
- **Working with Others** it is important that students have experience of working in collaboration with others both in a lead and subordinate role. Key activities require team working to complete the module and these exist at all levels of the awards. It is essential that students are able to effectively communicate, plan, manage and delegate with peers to build a design strategy to arrive at an appropriate conclusion.
- **Tutorials** are set up to enable students to discuss their work with key members of staff such as the Module Manager. These can also involve groups of staff and students, with the objectives of encouraging analysis and reflection and providing feedback on progress. Tutorials function as strong elements of formative assessment.
- **Technical demonstrations** of key technical processes delivered by staff or technical instructors. These module specific elements of instruction are referred to as “modulettes” and will most often be described as “workshops”. The student should be aware that completion of a set of modulettes underpins formal teaching and a satisfactory conclusion to any module where they are scheduled.
- **Educational Study visits** take place at various Animation Festivals and conferences
- These introduce students to industry contacts and offer opportunity of working placement. at Film Festivals etc
- **Independent Study:** it is essential undergraduates understand that this aspect of their programme is the time spent “**answering the brief**”. With a fusion of contextual awareness and practical solutions provided during formal teaching an outcome should be reached via a set of appropriate conclusions and application of professional working practices. It is essential in developing and sustaining a professional approach to work and students are expected to use all of the allocated learning time for work/ practice/ research in all modules. Self motivation and time management skills are an important part of the student education and experience and this independent practice forms the basis for on-going student learning.
- **Web based** learning is currently being developed in both presentation of learning material and student examples of work. This is especially evident at Level 2 and throughout Level 3 in creation of Professional Development Portfolio online

- **Blended Learning** use of online and pre-recorded material for delivery of critical software knowledge and programme content developed during a pilot phase with BA Hons Animation
- **Blackboard** this is the University Virtual Learning Environment (VLE) which supports a range of learning needs for undergraduates. It is an online resource which contains all the module information for each of the modules students have been enrolled upon. The Animation course utilise this wider than an information portal in presentation video / based content as a discussion forum and a means to present work in a purely digital format. It also allows student data tracking across the award so that Award Leaders can identify the online traffic and the percentage of access by students. Animation also utilises Vimeo.com as a means to PDP online portfolio development
- Future plans are to incorporate a range of assessment components built into the material which can provide a set of measurable feedback and assessment points.

Assessment

The Learning Outcomes detailed in the appendix form the structure around which the assessment of modules is built. The University has designated 8 generic Learning Outcomes for all undergraduate awards and allowed for up to two further to be specified for each award. For the 3D Character Animation, Stop Motion and Animation awards, as with other awards from the field of Art and Design two award specific outcomes are included: **Visual analysis** and **Working with others**. The award team see this as an essential aspect of a student's employability within the field of animation which is completely team lead. Visual Analysis ensures there is a clear appreciation for a potential audience and production viability. **Working with others** is built into at least 1 core module per Level with Honours Level having 3 modules containing this outcome and a clear remit to work with external clients as a response.

Assessment of all 10 Level outcomes is built across the core delivery and is measured on at least one occasion at Levels C, I and H.

As animation has 3 main phases of production the course assessment procedure will reflect distinct benchmarks of production through formal presentations of work at designated times during each semester.

This process engenders discipline in keeping to schedule and presenting work at fixed deadlines. This is essential in any broadcast medium and builds planning into all aspects of the coursework.

This forms the **formative** aspect of assessment in giving important academic feedback and gives the students opportunity to reflect on what further maybe needed prior to final **summative** assessment at the end of the module where a single grade will be given for the work or components assigned to that module.

There is a direct link between module components and learning outcomes assessed. The assessment points usually take place at week 4, 8, 12 of each semester.

Most modules have interim benchmark (**formative**) **assessment** points and a single (**summative**) **assessment** grade.

This ensures that students have to keep to a planned schedule and cannot deliver all the work at the end of a module. It also ensures no work is plagiarised

- Sketchbooks with developmental design drawings, roughs and thumbnails.
- Storyboards, layouts, mood boards and character designs and portfolios
- Research files showing influences and contextual awareness

- Professionally presented production boards in the format suitable for assignment, project or brief
 - Illustrated design reports, which disseminates the required information in a concise and effective manner
 - Finished animations are delivered for summarise assessment on mini DV tape
- Coursework carried out in response to assignments, project briefs or self initiated proposals, and presented in forms appropriate to professional practice, allows students to demonstrate the acquisition of learning outcomes through a variety of strategies.

Formative assessment is normally carried out during set critique panels with peer groups and academic staff. The outcome of the performance at formative panels is discussed during individual tutorials and the student is advised as to what strengths and weaknesses there are in the work.

In formal scheduled academic tutorials, these are recorded on an academic tutorial record form, completed and agreed by both student and tutor with one copy of the form retained by the student.

Summative assessment takes place at the end of each module where written feedback and indicative grade point are provided.

The feedback forms illustrate student performance graphically and is accompanied by a concise summary and critique of the work submitted. Feedback is usually provided within two weeks after the assessment

Breakdown of Assessment Types

It has been the practice for each module to have **formative assessment** points at week 4 and 8 through presentation of work to a panel of staff. Predictive grades are provided to indicate progress at these benchmark intervals. Peer feedback plays integral role to this process in verbal response to visual artwork.

Tutorials follow the presentations providing brief verbal and written feed back as to how best to improve or maintain standards.

Summative and final assessment takes place in the last week of the semester where an overall indicative grade is provided to students and the marks are verified by the assessment boards. Substantial written feedback is provided and counselling for students who require further clarification as to their results.

Example of the breakdown for **AM50287-3 Individual Short Animation**

week	assessment type	feedback	activity
2	formative / indicative mix	notes / verbal	Individual presentation to Staff
3	formative	tutorial record	tutorial
5	formative / indicative mix	notes / verbal	Individual presentation to Staff
6	indicative	verbal	VL / Staff / Peer rushes seminar
7	indicative	verbal	Staff / Peer rushes seminar
8	formative	tutorial record	tutorial
9	indicative	verbal	Staff / Peer rushes seminar
12	summative/ final	Module feedback	Formal assessment

Assessment Procedure

At the end of all modules you will have a summative assessment graded from NS through to 15.

The following diagram shows the where the marks lie in relationship to performance

15-13

This is the highest band of assessment grades which shows complete and comprehensive understanding and application of the brief. All of the learning outcomes will have been clearly identified and resolved to the highest standard within the submission of work and clearly reflected upon in a written summary or presentation.

Students will have developed an independent strategy and solutions beyond the initial boundaries of the brief in the production of an excellent body of animation or contextual work.

Students will have demonstrated clear independent learning and application to produce an outstanding and individual production within the set boundaries of the project.

All work will be presented in a professional manner making assessment straightforward.

12-10

This upper range of assessments will indicate a high understanding of the requirements of the brief where a significant recognition of learning outcomes is evident in the finished work. There will be good evidence of research and reflection in how the work was undertaken and resolved in practice.

There will be a significant approach to independent learning strategy culminating in a strong submission for assessment which demonstrates good animation and contextualisation.

Work will have been well presented and clearly labelled

9-7

This is the mid range of grades showing satisfactory to good submission of work for assessment

The learning outcomes will have been met to a satisfactory level and there will be some evidence of the assimilation of individual learning at the upper range of assessments within this band.

Submissions will be generally good to fair where further although attention to detail and application will be required to achieve higher results. There will be a number of positive features in the submission which demonstrates potential likely to be identified by staff during tutorial support.

It is likely that additional effort and reflection will be necessary to raise the standard to higher levels. Work will be presented in a satisfactory manner.

6-4

This range of grades shows that work has been passed but only demonstrates a basic exploration and understanding of ideas

A minimum requirement will have been met for the learning outcomes assessed but there will only basic evidence of individual learning at the upper range of assessments within this band and very little at the lower.

Submissions will be generally weak and greater attention to personal motivation and application will be required to achieve a move to intermediate and higher results.

Work will be presented in a very basic manner.

3-1

Indicates a failed module

Few if any learning outcomes will have been recognised in the work submitted

showing that little if no learning has taken place. The brief will not have been answered in the appropriate manner described in the module handbooks or during delivery by staff with regard to the necessary requirements for a pass grade to be issued.

Work is likely to be incomplete or presented in an unreadable format.

Work will be presented in a very poor manner which proves very difficult to assess

0

Indicates a failed module

You will receive a 0 grade if you submit work of such a poor standard that it cannot be graded

E.g. if you submitted a blank CD Rom or Tape and no supporting work this would be graded 0 as no work is evident to mark although a submission has been received by the designated deadline.

NS (Non Submission)

Indicates a failed module

Non submission of work has been received by the designated deadline and is therefore failed automatically.

Late submissions

Late submission of work will be regarded as a non submission.

(You may put in extenuating circumstances claim if you have evidence to support a mitigating factor or situation that has affected your submission on time).

Group work assessment

Any student undertaking a group project is assessed individually and must produce evidence of their specific role and activity when working in collaboration. It is essential that this evidence base is clear and is verified by records of productivity. Evidence maybe provided in audio or video diaries meeting notes e:mail reference backup of file data, visibility and transparency of work produced. The ability to reflect upon any group activity in an evaluation report will add value to the process at any given assessment point.

The University uses a **Grade Point scale** to record your overall module results.

Overall Grade Point for module	Associated Honours Classification
15 14 13	First Class
12 11 10	Second Class (Upper Division)
9 8 7	Second Class (Lower Division)
6 5 4	Third Class
3	Fail grade for module which may be compensated or condoned (See Section 1.4.5)
2 1	Fail grade for module which may not be compensated or condoned (See Sections 1.4.5)
0	Non-Submission - Fail

The results of your modules will be considered by **two Boards**. Firstly the appropriate field based **Assessment Board(s)** will consider, individually, the results of each module you have taken. The Assessment Board(s) will then make recommendations on the outcome of your modules to the **Award Board**, which will consider the profile of all the modules you have studied, will confirm the results of passed modules and allocate credit, and will determine what you need to do to retrieve any modules for which a Grade Point 0, 1, 2 or 3 has been awarded. In determining the outcome of the assessment of your modules, these Boards will consider your performance in relation to the assessment criteria of the modules and the contribution those modules make to the outcomes of the award level.

If you are judged to have satisfied the module assessment criteria at threshold level, you will be awarded at least a Grade Point 4 (pass) for the module.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

What qualifications would I need to join this programme?

The entry requirements for these awards are normally: 220 points or equivalent.

In addition to the University's general admissions requirements, all applicants will be required to attend an **interview**, where they must show a portfolio of their Art & Design work.

This also enables us to identify the student's suitability for the appropriate course whether specific or broad based.

We welcome applications from mature students (over 21) and students with non-standard academic qualifications.

Candidates will be made aware of the range of animation routes, and the opportunity to discuss which specific award would be most suitable, from their qualifications, portfolio and aspirations.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: <http://www.staffs.ac.uk/study here/disabled students/index.jsp>

AWARD SPECIFIC INFORMATION

Programme Outcomes and Skillset benchmarks

All animation awards will operate across the QAA subject benchmark statements for Art & Design and the core of the award structure is designed around the **Skillset** accreditation benchmarks for the Audio Visual Industries relating to postgraduate employability.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

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