

# Programme Specification for Franchise of BA (Hons) Degree in Animation



This document specifies the BA (Hons) degree in Animation as a 3+0 franchised degree programme from Staffordshire University (SU), UK to be delivered by Asia Pacific Institute of Information Technology (APIIT) which is part of the APIIT Education Group.

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# 1 Vision, Mission and Goals of Asia Pacific Institute of Information Technology (APIIT)

The Vision, Mission and Goals (VMG) of APIIT are as follows:

For internal use only		Our promise: We enhance Lifelong Career Opportunities
Term	Definition <sup>1</sup>	APIIT is committed:
Vision	The aspirations of the organisation.	<b>“To be a “best-in-class” Institution providing 3+0 Staffordshire University Degree Programmes and home grown Foundation and Diploma programmes to meet the needs of an international market for affordable, high-quality programmes designed to achieve strong employability<sup>2</sup>”</b>
Mission	Overriding purpose in line with the value and expectations of the stakeholders. Answers the question: what business are we in?	<ul style="list-style-type: none"> <li>• Provide internationally recognised academic qualifications backed by strong internal and external quality assurance and compliance with MQA</li> <li>• To develop employable professional graduates.</li> <li>• A strong emphasis on staff development at all levels</li> <li>• A learning environment designed to support individual and collective learning through effective teaching and independent learning.</li> <li>• Integrity, honesty, respect for others and the environment in all activities</li> </ul>
Goals	General statement of aims or purpose	<ul style="list-style-type: none"> <li>• To be a leading regional centre of excellence with strong recognition within local and international markets based on the existing reputation of APIIT and SU in these markets.</li> <li>• Embed creativity<sup>3</sup>, innovation and technology<sup>4</sup> into the curriculum and delivery of our programmes</li> <li>• Support and complement the policies of the Government of Malaysia by providing opportunities to acquire an academic qualification through higher learning; regardless of nationality, race, sex, religion or ethnic origin.</li> <li>• Contribute to the goal of making Malaysia a developed nation and centre for education.</li> </ul>
Strategic Objectives	Long term direction incorporating more precise statement of the goal	<p>To:</p> <ul style="list-style-type: none"> <li>• Deliver programmes that improve graduate employability by providing them with the necessary knowledge and skills for now and into the future.</li> <li>• Be continuously well informed by being involved in research, development and scholarship.</li> <li>• Encourage debate and innovation through research and scholarship; combining the power of people and technology to improve the way we learn and work.</li> <li>• Offer high quality facilities and educational experience.</li> <li>• Provide an enjoyable environment to learn and study.</li> </ul>

<sup>1</sup> Source: Johnson G E & Scholes K, *Exploring Corporate Strategy* Prentice Hall, 2004

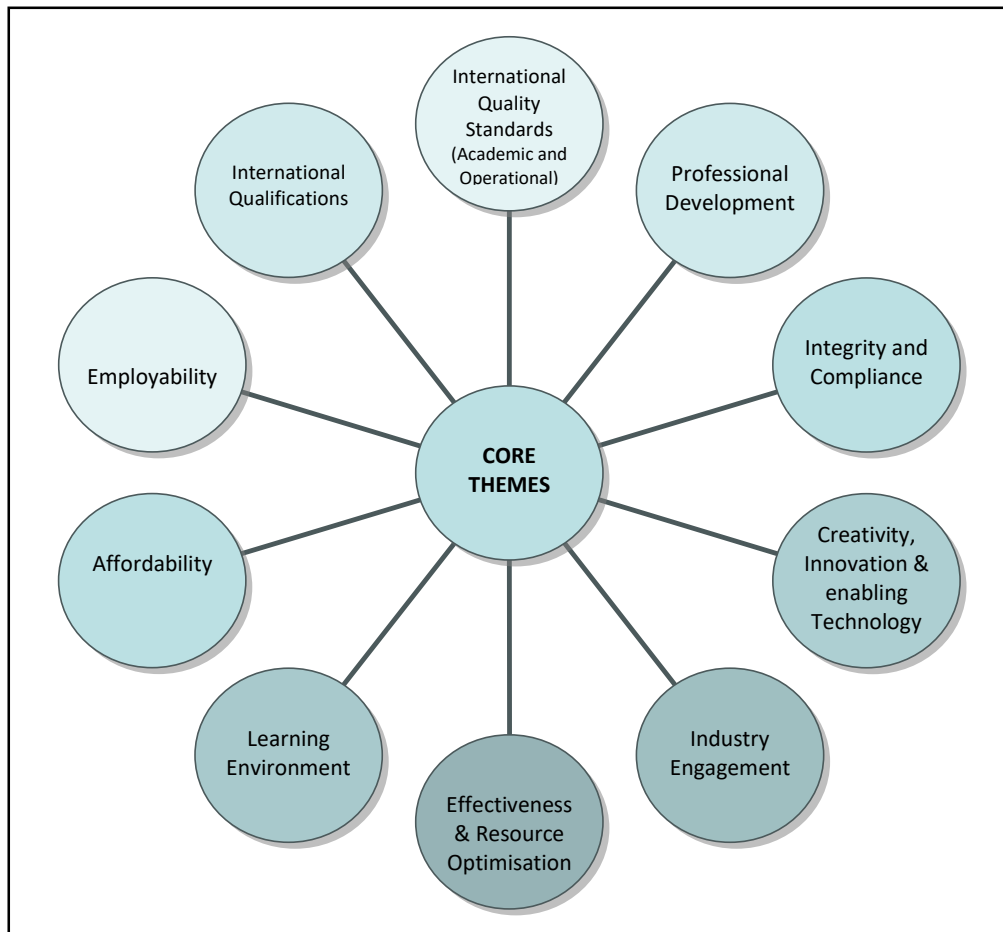
<sup>2</sup> Defined as: Preparing people for work today and in the future. We will prepare students for employment by developing their team working abilities, communication and English language skills, professional approach and life long learning capability. Our programmes and student learning will balance the academic & practical aspects of work and study and will develop innovative and multi disciplinary approaches. We will also create a professional, ethical, and environmentally friendly environment in which research, development, commercialisation and practical scholarship are valued to further support the career opportunities for our students and all staff

<sup>3</sup> Defined as “The application of ideas that are new, regardless of whether the new ideas are embodied in (goods), processes or services, or in work organisation, management or marketing systems” Department of Further Education, Employment, Science and Technology, Australia <http://www.innovation.sa.gov.au/sti/pages/gloss>

<sup>4</sup> The use of a new technology, item, or process to change what goods and services are provided, the way they are produced, or the way they are distributed.” Canadian Foundation for Economic Education <http://mvp.cfee.org/en/glossary.html>

APIIT has collaborated with Staffordshire University (SU) since 1994. In 2004 APIIT became a University college and so began to phase out the franchised degrees offered in conjunction with SU. However, using a separate license owned by APIIT it is now proposed to offer a range of new franchise 3+0 programmes with SU which builds on the long standing partnerships. This is in line with the VMG above.

The core themes running through all of the development of APIIT are:



## 2. Aims, Objectives and Learning Outcomes of the Programmes

### 2.1 Programme Aims

The aims of the Programme are:

1. 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.
2. To 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
3. To explore an integrated range of animation studio practice, contextual study and approaches to employability through external client projects during their study.
4. To understand 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.
5. 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.
6. Employability is built in throughout the curriculum and is an integral aspect of the exit strategy upon graduation.
7. To build Team working skills which are important in any animation production pipeline and form core activities in all levels of the Award
8. To build 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.

The following maps the APIIT/SU Programme Aims against those given by the Programme Standard for Creative Technology (MQA 2011)

Program Standard	SU/APIIT Programme Aims
The programme aims to provide graduates with:	
Sufficient knowledge, practices and skills	To equip student with the core knowledge of fundamental animation skills and production discipline, through drawing, character design, production planning, narrative treatment and creative application of production methods.  To gain a full appreciation of key film language and film composition in context to animation. This will be incorporated into integrated and dedicated core contextual modules at all levels of the awards.
With a higher degree of autonomy and adaptability	To understand personal creative development through personal development portfolios (PDP's) in context to current social,

	<p>cultural and economic contexts within which they operate and the relationships between their practice and their audience / consumers.</p> <p>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.</p>
To contribute to an organisation's creative process and/or production workflow.	<p>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.</p> <p>Employability is built in throughout the curriculum and is an integral aspect of the exit strategy upon graduation.</p> <p>To build Team working skills which are important in any animation production pipeline and form core activities in all levels of the Award</p>

## 2.2 Programme Learning Outcomes

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

<b>Knowledge &amp; Understanding</b> 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.
<b>Learning</b> Recognise individual limitations in which to accomplish a planned concept and determine ones own learning within a framework of negotiated guidance.
<b>Enquiry</b> 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.
<b>Analysis</b> 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.
<b>Problem Solving</b> 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.
<b>Communication</b> 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.
<b>Application</b> 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.
<b>Reflection</b> 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.
<b>Visual Analysis</b> 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.
<b>Working With Others</b> 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.



### 3. Mapping of Vision, Mission and Goals (VMG) and the Programme Aims

It must be recognised that the Degree Foundation is a precursor to study of a degree and therefore a student will not be able to demonstrate the fulfillment of all of the VMGs that APU has for its degrees. The focus will primarily be on the development of skills and abilities to succeed in their subsequent chosen degree. The following maps the aims of the Programme against the VMG.

Programme Aims	Key elements of APIIT's VMG
1. To enable students to appreciate the contemporary, applied nature of animation studies and how the subject can analyse the various issues surrounding the animation industry.	High-quality programmes designed to achieve strong employability
2. To raise student awareness of the multi-dimensional challenges of animation planning in order to develop a holistic approach to their management.	Integrity, honesty, respect for others and the environment in all activities
3. To apply concepts, principles and theories to 'real-world' case studies and provide experience of varied animation contexts and issues through field exploration.	
4. To add skills sets alongside being an animation practitioner and the course supports a process of delivering other transferable skills in order to access creative roles across the Media and Design Industries.	
5. To comprehend the contested nature of the sustainability agenda and to develop incisive enquiry skills that allow students to research and debate these contested issues for themselves.	Embed creativity, innovation and technology into the curriculum and delivery of our programmes
6. To develop competences in a range of appropriate methods and techniques to collect, analyse and present data that will enable students to generate new and warranted knowledge.	Deliver programmes that improve graduate employability by providing them with the necessary knowledge and skills for now and into the future.
7. To provide an intellectually demanding and stimulating course that will enable students to become confident in their ability to receive information critically, to process it logically and to communicate it effectively	Encourage debate and innovation through research and scholarship; combining the power of people and technology to improve the way we learn and work.

8. To equip students with appropriate employability, enterprise and life-long learning skills so that they can successfully develop their careers after graduation.	Develop employable professional graduates
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## 4. Mapping of Programme Learning Outcomes and MQF Learning Outcomes Domains

All APIIT Programmes identify learning outcomes according to the categories below and also each module, as well as identifying the Learning Outcomes in the MQF which are addressed, also lists the learning and employability skills to be introduced, and/or developed and assessed. The table below identifies the SU learning outcomes, learning skills and employability skills and maps these against the MQF learning outcomes domains. It also identifies the SU Graduate attributes and maps these against the APIIT employability skills.

Generic Learning Outcomes Domains		Learning Skills	Employability Skills	SU Generic Graduate attributes
Malaysian Qualifications Framework	SU			
Knowledge	Knowledge and understanding	Critical thinking & analysis	Knowledge Subject defined skills Critical thinking	<b>Discipline Expertise:</b> Have an understanding of the forefront of knowledge in their chosen field
Practical skills	Application		Techniques Research Academic Writing skills Taking tests	
Social skills and responsibilities		Self & cultural awareness	Enthusiasm Self and cultural awareness Global awareness	<b>Global Citizenship:</b> Have an understanding of global issues and of their place in a globalised economy
Values, attitudes and professionalism			Reflection Ethical Personal manner and appearance Timeliness and punctuality Integrity Trustworthiness	<b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial (and see below)
Communications, leadership and team skills	Communication	Communication Team working	Verbal Writing English language Presentational Team working Motivating others Empathy Assertiveness Leadership	<b>Communication and Teamwork:</b> Be a effective communicator and presenter and able to interact appropriately with a range of colleagues Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork
Problem solving skills	Enquiry Analysis Problem solving	Effective problem solving Creativity & innovation	Enquiry Analytical Problem solving Creativity Innovation Ingenuity Imagination	<b>Reflective and Critical Learner:</b> Have the ability to carry out inquiry-based learning and critical analysis Be a problem solver and creator of opportunities <b>Lifelong Learning:</b> Be technologically, digitally and information literate Be able to apply to a range of life experiences to facilitate life-long learning and life-long success.
Information management and lifelong learning skills	Learning	ICT skills Learning Numeracy & quantitative skills	ICT Numeracy Learning Independent work and autonomy Personal development	
Managerial and entrepreneurial skills	Reflection	Self management	Adaptability Managerial and supervisory Audience focus Self management Drive to achieve	<b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial

The following maps the Programme Learning Outcomes and *Generic SU graduate attributes* applicable to all SU Programmes with the MQF domains.

MQF Domain	SU Programme Learning Outcomes
Knowledge	<p><i>Generic SU graduate attribute:</i>  <b>Discipline Expertise:</b> Have an understanding of the forefront of knowledge in their chosen field.</p> <p><b>Knowledge &amp; Understanding</b>  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.</p>
Practical skills	<p><b>Application</b>  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.</p>
Social skills and responsibilities	<p><i>Generic SU graduate attribute:</i>  <b>Global Citizenship:</b> Have an understanding of global issues and of their place in a globalised economy.</p>
Values, attitudes and professionalism	<p><i>Generic SU graduate attribute:</i>  <b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial.</p>
Communications, leadership and team skills	<p><i>Generic SU graduate attribute:</i>  <b>Communication and Teamwork:</b>  Be a effective communicator and presenter and able to interact appropriately with a range of colleagues Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork.</p> <p><b>Communication</b>  Demonstrate written and visual factors which effectively communicate Animation concepts &amp; narrative scenarios to a specific target audience which articulates a range of audio and visual concepts.</p> <p><b>Working With Others</b>  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.</p>

<p>Problem solving skills</p>	<p><i>Generic SU graduate attribute:</i>  <b>Reflective and Critical Learner:</b>  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> <p><b>Enquiry</b>  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.</p> <p><b>Analysis</b>  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.</p> <p><b>Problem Solving</b>  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.</p> <p><b>Visual Analysis</b>  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.</p>
<p>Information management and lifelong learning skills</p>	<p><i>Generic SU graduate attribute:</i>  <b>Lifelong Learning:</b>  Be technologically, digitally and information literate. Be able to apply to a range of life experiences to facilitate life-long learning and life-long success.  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> <p><b>Learning</b>  Recognise individual limitations in which to accomplish a planned concept and determine ones own learning within a framework of negotiated guidance.</p>
<p>Managerial and entrepreneurial skills</p>	<p><i>Generic SU graduate attribute:</i>  <b>Professionalism:</b> Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial.</p> <p><b>Reflection</b>  Manage learning, exercise initiative, personal responsibility and demonstrate the learning abilities, qualities and transferable skills necessary for employment or further academic or professional training.</p>

The following table shows how these learning outcomes map against the PS for degrees in Animation:

Programme Standard learning Outcomes	APIIT Learning Outcomes
Apply in-depth knowledge and understanding, both innovatively and effectively, in the creative industries	<b>Discipline Expertise:</b> Have an understanding of the forefront of knowledge in their chosen field. <b>Knowledge &amp; Understanding</b> Demonstrate a systematic understanding of key aspects of applied technology in creative industries and the acquisition of coherent and detailed knowledge from the forefront of the discipline.
Combine technical skills with creativity and research to produce an innovative portfolio of relevant and contemporary work	<b>Problem Solving</b> Develop appropriate questions to achieve a solution, or identify a range of possible solutions to a problem. Use decision making in complex and unpredictable contexts.
Practice social, cultural, global and ethical responsibility in creative content design  Carry out supervised research in the related field by seeking and applying knowledge and information analytically	<b>Application</b> Apply the methods and techniques learned to review, and develop solutions in the area of creative industries.
Use lifelong learning principles and skills to effectively respond and adapt to industry needs and emerging trends	<b>Enquiry</b> Deploy accurately established techniques of analysis and enquiry and initiate and carry out projects appropriate to the field of creative industries.
Use analytical and critical thinking skills in problem-solving Show an awareness and understanding of management, business practices and entrepreneurship	<b>Analysis</b> Describe and comment on current research and practice in aeronautical systems. Critically evaluate arguments, assumptions, concepts and (incomplete) data to make judgements.
Possess a positive leadership attitude and be able to communicate effectively with peers, clients, superiors and society at large, utilizing the correct industry-specific terminologies	<b>Teamwork:</b> Be an effective communicator and presenter and able to interact appropriately with a range of colleagues. Be able to manage and organise team working effectively.
Integrate professionalism, commitment and a positive attitude while working collaboratively	<b>Communication</b> Communicate and analyse information, ideas, problems and solutions to both technical and non-technical audiences.

## 5. Measurement of the Programme Learning Outcomes

The Learning Outcomes specified for the Programme are each measured in the modules which combine to make up the curriculum for the Programme. Each Module Descriptor identifies the Learning Outcomes for the module and maps these against the MQF Learning Outcome domains. Each Module Descriptor also identifies the employability (transferable) skills which are either introduced or developed and whether or not they are assessed in the module.

The following table maps the module Learning Outcomes against the MQF Learning Outcomes domains. The Domains and skills have already been mapped to the APIIT learning Outcomes in Section 4 herein.

Thus as the modules collectively address the Learning Outcomes and skills for the programme it is the task of the assessments in each module to measure the attainment of each LO. This is done by identifying which assessment tests the attainment of each LO which is verified by the external examiner(s) for each module assessment.

Table 1: Mapping of Modules Learning Outcomes to MQF Learning Outcome Domains

Module Code	Module	Learning Outcomes							
		MQF1	MQF2	MQF3	MQF4	MQF5	MQF6	MQF7	MQF8
AM50395-4a	Animation Fundamentals I	✓	✓				✓	✓	
AM50395-4b	Animation Fundamentals II	✓	✓				✓	✓	
AM50395-4c	Animation Fundamentals III	✓	✓				✓	✓	
AM50395-4d	Animation Fundamentals IV	✓	✓				✓	✓	
AM50315-4a	Applied Timing I	✓	✓				✓	✓	
AM50315-4b	Applied Timing II	✓	✓				✓	✓	
AM75024-4	Cinema Film Analysis	✓	✓		✓	✓			
AM50249-4	Sculpture for Animation	✓	✓	✓				✓	
AM50068-4	Introduction to Graphics Design	✓	✓			✓		✓	
AM50163-5	Animation Debates	✓	✓	✓		✓			
AM50397-5a	Audio, Sound and Score for Animation I	✓	✓		✓		✓		
AM50397-5b	Audio, Sound and Score for Animation II	✓	✓		✓		✓		
AM50033-5a	Character Animation Implementation I	✓	✓			✓			
AM50033-5b	Character Animation Implementation II	✓	✓			✓			
AM50036-5a	Film Shorts & Stings I	✓	✓	✓				✓	
AM50036-5b	Film Shorts & Stings II	✓	✓	✓				✓	
AM75085-5	From Script to Screen	✓	✓			✓			✓
AM50231-5	Creative Practice	✓	✓				✓	✓	
AM50041-6	Animation Futures	✓	✓						✓
AM50396-6a	Final Major signature Project I	✓	✓	✓	✓	✓	✓	✓	✓
AM50396-6b	Final Major signature Project II	✓	✓	✓	✓	✓	✓		✓
AM50396-6c	Final Major signature Project III		✓	✓	✓	✓		✓	✓
AM50287-6a	Individual Animation Project I	✓	✓	✓	✓	✓	✓	✓	✓
AM50287-6b	Individual Animation Project II	✓	✓	✓	✓	✓	✓	✓	✓
AM5003-6	Design Project Report	✓	✓	✓	✓	✓	✓	✓	✓



## 6. Employability

The BA (Hons) in Animation aims to produce graduates who are reflective and critical learners, with a global perspective, and who are prepared for the world of work. This is achieved through a number of measures:

- Across all levels of the degrees and across all Animation modules, we aim to provide our graduates with **discipline expertise**. We instill a critical knowledge of the discipline that is underpinned by the experience, research and scholarship of the academic staff and which strives to reflect the key environmental issues that affect the world in which we live.
- As part of our commitment to ensuring that Animation graduates demonstrate **professionalism**, we aim to produce graduates who are equipped to enter the world of work and are **enterprising** or **entrepreneurial** by nature. We use tutorial modules, practical work, field work, dissertations (or work-place projects) and professional practice, to develop and refine the transferable skills (and the confidence and proficiencies that such skills endow) that create graduates with the abilities that employers seek. In addition, modules in Level 5 introduce knowledge and skills that relate directly to environmental management in workplace settings.
- In order to capitalize on the knowledge and understanding that the degree aims to develop, **effective communication** and an ability to work in teams and with diverse stakeholders, are seen as essential attributes of our graduates. The development of communication, **presentation** and **team working** skills lie at the heart of the Animation degree and are nurtured from first principles to a high level of proficiency in many of the thematic modules and, especially, through tutorial programmes, field work and the work placement or professional practice modules.
- Employers also value **independence of thought** and a **creative** ability to find solutions. The degree in Animation enables students to take ownership of their learning – whether individually or in groups – and encourages independence of thought and **problem-solving** across a spectrum of activities: in the conduct of a research dissertation or a work-place project; in student-led investigative field projects; in critical reading and writing in thematic modules; or in tutorial discussions and presentations.

These are essential attributes of the **critical, reflective** and **life-long learners** that Staffordshire graduates are expected to become. Throughout the three years of the degree, students are encouraged to develop their understanding through critical reflection; to question different views and perspectives and to use both their generic and specialist skills (including geographical **digital technologies**) to recognize and resolve problems.

Increasingly those problems are set in a global context and globalisation and **global citizenship** are central to the way that environmentalists look at the world. The majority of the thematic modules that structure these awards explore understandings of how global systems work; how those systems impact upon individuals; and how graduates can work professionally to manage global issues.

## 7 Teaching, Learning and Assessment

### 7.1 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.

## 7.2 Teaching and Learning

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**

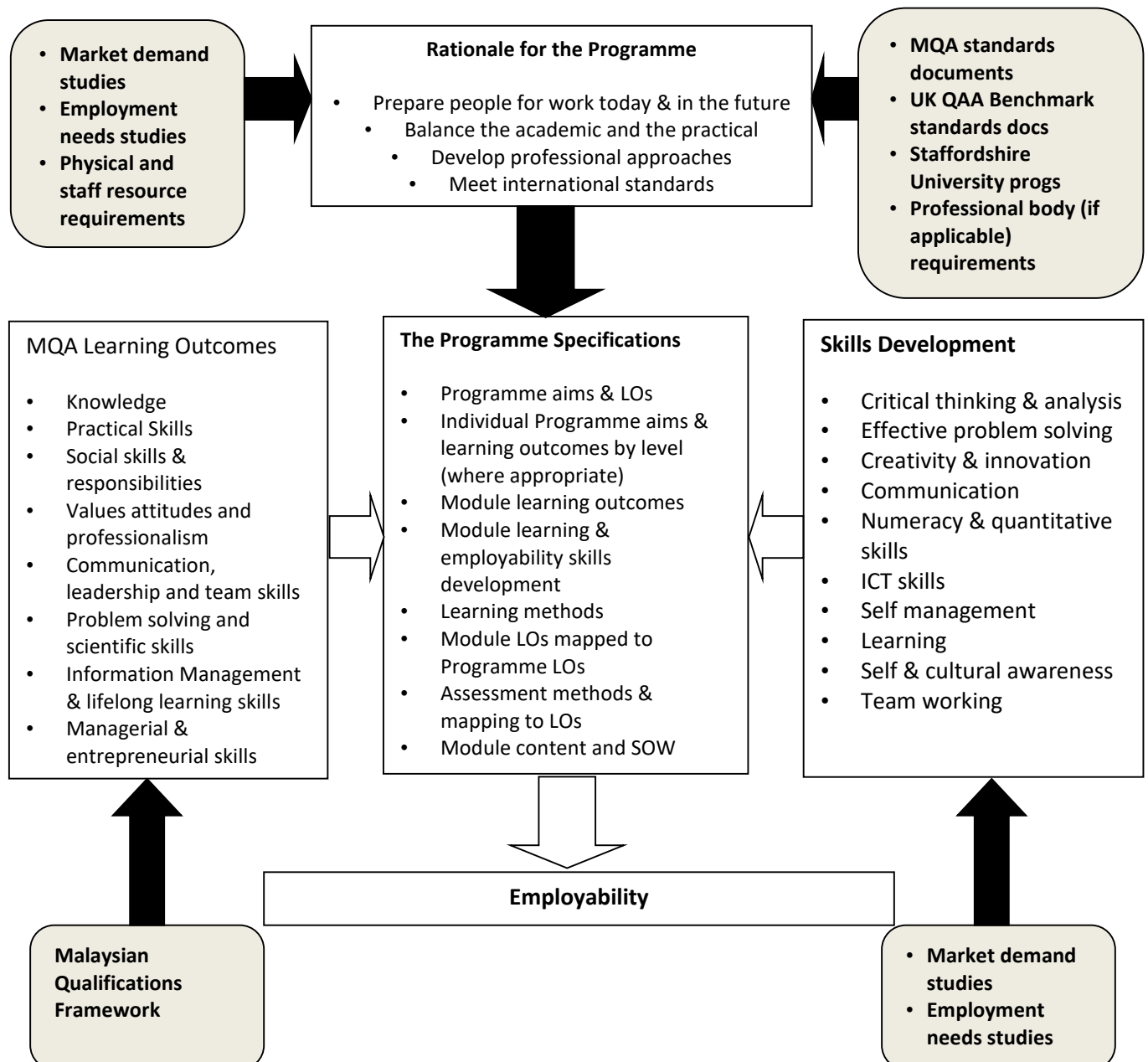
It has been the practice for each module to have **formative assessment** points at week 4 and 8 through presentation of work to a panel of staff. Predictive grades are provided to indicate progress at these benchmark intervals. Peer feedback plays integral role to this process in verbal response to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

## 8 The Process for Development of the Curriculum

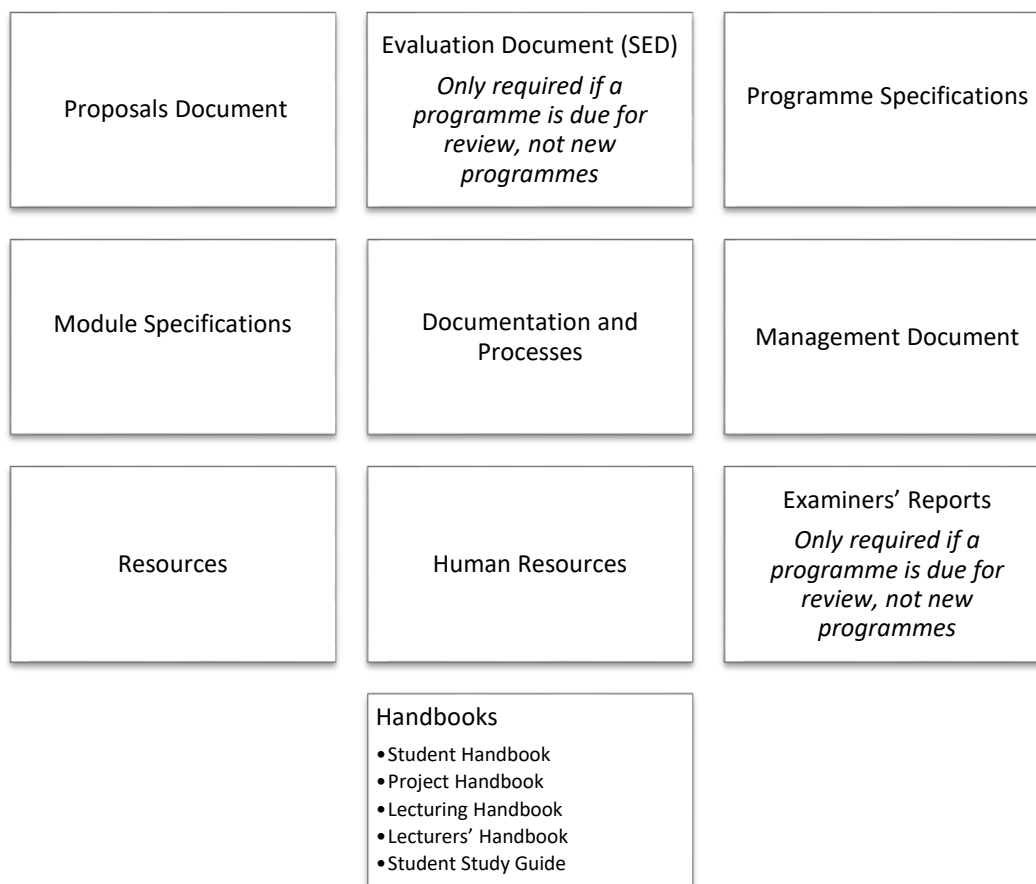
The process of development is based on a clear rationale which applies to all programmes and is designed to ensure that all Programmes comply with the APIIT VMG, especially in relation to international standards and the development of employable graduates.

The process begins with consideration of market demand and employment needs. The degrees available from Staffordshire University (SU) for franchise have been studied against these demands and the physical and staffing resources required to deliver them. The SU programmes have been mapped against the QAA subject benchmark statements by SU and subsequently against the MQA standards by APIIT. The following diagram illustrates the process adopted to develop new programmes.



Once the programme has been developed and the Programme specifications, as described above, have been completed then the following are submitted to the Quality Partner Staffordshire University (SU) for their consideration through the conduct of a Validation. Validation is the process adopted by most UK universities to ensure that a proposed programme is appropriate for the academic level and discipline and can be delivered to an appropriate standard. It involves consideration of the Programme by an academic panel comprising SU senior staff and academic staff from the discipline under consideration as well as external panel members who are from the same discipline in other Universities. The conduct of Quality Assurance including validations at all British Universities is subject to periodic audit by the UK Quality Assurance Agency QAA).

The Validation Panel meet with representatives from APIIT to consider the proposals following which a report identifying any further requirements is produced. A second stage then takes place at the APIIT campus and the Validation Panel meet staff and students as well as inspecting resources and considers the APIIT response to the first stage Panel report. Following the visit a report is submitted by the Validation Panel identifying commendations, conditions and requirements. Conditions must be satisfied before the programme can be delivered, requirements must be satisfied by the date specified by the Validation Panel. Once the feedback from the Validation has been received any necessary improvements are made to the proposals before they are submitted to MQA. The documentation submitted for validation is as follows:



## 9 Curriculum Content and Structure

The overall structure of the degrees to be franchised is determined by the SU Programme Specifications, as is the credit requirement to achieve a degree and the regulations governing the delivery and award of the degree. However to enable accreditation by the Malaysian Qualifications Agency (MQA) the degrees also comply with the Malaysian Qualifications Framework (MQF). This requires that students complete a minimum of 120 credits for the award of a degree over a minimum of 3 years with no more than 2.5 semesters per year. Each credit requires 40 learning hours, giving a total learning time of 4,800 hours. All students must study compulsory General Studies modules which are shown in the following curriculum structure.

Thus the delivery of degrees in APIIT will be within the following structure to meet the above. Each module is 4 credits, or 160 learning hours.

The levels of the programme map the UK Qualifications Framework because the students will be awarded a UK degree on completion. In this Framework Level 4 is equivalent to the standard expected of the first year of a normal full time degree programme, level 5 is equivalent to the second year and level 6 is the final, normally, third year. In Malaysia the degree corresponds to MQF Level 6.

Each full semester is 16 weeks of contact and independent learning time followed by 2 weeks assessment, and thus the overall learning time is 108 weeks. The average learning time per week of time in the University is therefore 46 hours.

The Programme Standard for Curriculum Design and Delivery (MQA 2011) states that best practice is for teaching learning weeks per year of 36 to 40, here is proposed 36. The MQA requires credit is maximum of 20 for full semesters, the maximum here is 19.

### **Summary of MQA Programme standards requirements for Creative Multimedia**

120 credits minimum, 9 – 20 compulsory general modules, 26 – 30 common core modules, 56 – 60 programme core modules, 5 – 13 electives and 6 – 12 credits of industrial training.



Semester structure						Total credits
Year 1: Level 4 Semester 1	Animation Fundamentals I AM50395-4a 4 Credits	Animation Fundamentals II AM50395-4b 4 Credits	Applied Timing I AM50315-4a 4 Credits	Cinema Film Analysis AM75024-4 4 Credits	MQA U 2 Professional Development Skills CE5201 3 Credits	19
Semester 2	Animation Fundamentals III AM50395-4c 4 Credits	Animation Fundamentals IV AM50395-4d 4 Credits	Applied Timing II AM50315-4b 4 Credits	Sculpture for Animation AM50249-4 or Introduction to Graphic Design AM50068-4 4 Credits	MQA U 1A Ethnic Relations: Local students Malaysian Studies: Foreign students 3 credits	19
Year 2: Level 5 Semester 1	Audio, Sound and Score for Animation I AM50397-5a 4 Credits	Character Animation Implementation I 4 Credits	Film Shorts & Stings I AM50036-5a 4 Credits	Animation Debates AM50163-5 or Creative Practice AM50231-4 4 Credits	MQA U 1B Islamic & Asian Civilisation: Local students BM: Foreign students 3 credits	19
MQA U4 Co Curricular module (6 Credits)						6
Semester 2	Audio, Sound and Score for Animation II AM50397-5b 4 Credits	Character Animation Implementation II AM50033-5b 4 Credits	Film Shorts & Stings II AM50036-5b 4 Credits	From Script to Screen AM75085-5 4 Credits	MQA U 3 Malaysian Development 3 MQA credits	19
	Internship (10 credits) A required period of attachment of 10 weeks OR Industrial Training Portfolio 10 credits					10
Year 3: Level 6 Semester 1	Individual Animation Project I AM50287-6a 4 Credits	Individual Animation Project I AM50287-6a 4 Credits	Design Project Report AM50003-6 4 Credits	Animation Futures AM50041-6 4 Credits		16
Semester 2	Final Major signature Project I AM50396-6a 4 Credits	Final Major signature Project II AM50396-6b 4 Credits	Final Major signature Project III AM50396-6c 8 Credits			16
					TOTAL Credit	124
					Total Learning	4,960 hrs

Components	Programme Standard Proposed Credits	SU/APIIT credits in the curriculum map above
Compulsory Modules:	9 - 20	18
Common Core Modules:	26 - 30	28
Discipline core modules:	56 - 60	60
Elective Modules:	5 - 13	8
Industry Training: 10 Credits	6 - 12	10

## 10. Assessment

### 10.1 Module Assessment

The following is written in a style to enable it to be easily comprehended by student and for inclusion in the Student Handbook.

You will be assessed in every module for which you enrol. You may be required to undertake more than one element of assessment for a module, and you will be given information on what is expected of you at the start of the module. The assessment will be linked to the teaching and learning methods of the module and will be designed to test your achievement of the module's learning outcomes. A range of assessment methods may be used including formal examinations, class tests, essays, projects and case studies. All assessment must be treated with equal gravity and you must attempt all elements.

#### 10.1.1 Module Results

You will be given a result for your performance in each module. Your result will be determined by considering your performance in relation to the relevant assessment criteria. The assessment criteria will be closely linked to the learning outcomes of the module and will be included within the handbook for each module.

Where there are two or more elements of assessment within a module, the overall result for the module will be determined according to the weighting of each assessment. However, you will be required to achieve a specified minimum mark in each element of assessment in order to achieve an overall pass in the module. If you fail to achieve the specified minimum in an element of assessment you will be required to undertake further assessment.

The University uses a Grade Point scale to record your overall module results, as detailed below:

Overall Grade Points for modules and percentage equivalents	Associated honours classification
13-15 (70-100%)	First class
10-12 (60-69%)	Second class (upper division)
7-9 (50-59%)	Second class (lower division)
4-6 (40-49%)	Third Class
3 (30-39%)	Fail grade which may be compensated
2 (20-29%)	Fail grade which cannot be compensated and, in modules with multiple assessments, the minimum grade that has to be achieved for each assessment.
0-1 (0-19%)	Fail grades which cannot be compensated and in modules with multiple assessment, any assessment with a 0 or 1 grade would have to be reattempted to pass the module overall
N	<b>Fail due to non-submission which cannot be compensated. No further attempt allowed</b>

Some awards within the modular frameworks may have more rigorous requirements in relation to compensation due to Professional Body accreditation Information on this will be provided in the award handbook for such awards.

For some awards, modules will be graded Pass or Fail only. Where this is the case, details will be provided in your award handbook.

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. You will not be permitted a further attempt at any element of assessment for which you have been awarded a pass grade in order to improve your grade, unless a claim for extenuating circumstances is upheld.

### 10.1.2 Compensation

Compensation is the awarding of credits for a failed module if you have demonstrated elsewhere in your modules your ability to satisfy the learning outcomes of your award level.

In certain circumstances, the Assessment Board may recommend to the Award Board that you should not be required to undertake further assessment of a failed element of assessment, but that the failure should be compensated.

The Award Board has discretion to award the credits for a module in which a compensatable fail (ie GP 3 has been reported). The result will be recorded as 4C, but the original grade point will be used in calculating classification.

An overall grade point of 0, 1 or 2 or N (a non-submission) for an undergraduate module may not be compensated.

It should be noted that some awards within the University are accredited by a professional body. These professional bodies may have regulations which supersede those of the University in terms of compensation. The Award Board will take account of any such regulations in considering whether to compensate a failed module.

**A maximum of 30 credits may be awarded a compensated pass at each of Award Levels 4, 5 and 6.** Partial compensation of a module (ie awarding some, but not all, of the credits associated with a module) is not allowed. Where more than 30 credits have been failed, no compensation may be applied.

In operating this compensation, you must have passed a minimum of 90 Level 6 credits.

The Award Board has the discretion to determine whether or not to award a Compensated Pass using the criteria outlined in this section. No more than 30 credits at any one award Level can be awarded a Compensated Pass. The Level 6 Award Board may award a Compensated Pass to module failures remaining at lower levels, provided that the total number of credits compensated in the award overall does not exceed 90 and the original Grade Point was 3 or above.

### 10.1.3 Module Failure

If you have failed to satisfy the assessment criteria of the module, you will be awarded a **fail grade** (Grade Points 3, 2, 1 or 0). If you have failed to submit any assessment for the module, you will be given a **Grade Point N** (Fail due to non-submission) for the element(s) of that module and you will only be allowed a further attempt at that element(s) of the module at the discretion of the appropriate Board.

The credits for all modules, including failed modules, must be obtained in order for you to qualify for your chosen award and this can be done in one of the ways described below, which will be decided by the Award Board, acting on recommendations from the Assessment Boards.

### **10.1.4 Referral, Replacement and Retake**

If the Assessment Board has reported a Non-Compensatable Fail, or if the Award Board decides not to award you credits by compensation then you will be required to undergo further assessment on the subject matter covered by the module. This is in order to satisfy the Boards that you are capable of meeting the appropriate learning outcomes and is known as “referral”. The form of assessment will be determined by the Award Board, on the recommendation of the Assessment Board, as will the deadline for submission/period of the examination.

The Award Board may decide that along with a form of assessment you need to attend the classes for the module again. This may be because the module is laboratory based, or requires specialist equipment or because your performance indicates that you would benefit from attendance. In such cases, where your timetable does not prevent you from attending, attendance is compulsory. If you are not required to attend, you will normally be required to attempt the re-assessment before the beginning of the next academic year. You must make yourself available to undertake such assessment as the Award Board requires at this time. If you do not meet the referral requirements determined by the Award Board at the time prescribed by the Award Board you will be deemed to have failed the module at that attempt.

The maximum mark awarded for a successfully completed referred element of assessment is a Grade Point 4. If your module comprises more than one element of assessment and the Award Board refers you in one or more elements, the referred element(s) will be recorded at a maximum of Grade Point 4; those elements not subject to referral will retain their original mark. The overall module grade will be suffixed R.

If you have failed an Option module, you may choose not to undertake the further assessment required by the Award Board, but to replace the failed module with another of the same or greater credits

#### **If you made an attempt at your assessments at the first attempt:**

You will only be guaranteed an opportunity to attempt a referral(s) once IF, and only if, you have made an attempt at the assessment(s) on the first occasion unless a claim for Extenuating Circumstances has been successful. If you fail to achieve a satisfactory performance in your referral attempt and are not awarded a compensated pass then the module result will be deemed a Fail. You may, however, at the discretion of the Examination Board, be able to retake the module (ie have a third attempt), except in circumstances where a GP N has been recorded for both the original attempt and the referral. In such cases, you will not be allowed to retake the module. Retaking a module means that you will have to undertake any failed elements of assessment attached to the module. The maximum mark for a retaken module is Grade Point 4. The suffix K will be used to indicate that it is a retaken module. Retaken modules carry no reassessment entitlement. A module may be retaken on one occasion only. Award Boards will not normally grant retakes for more than 30 credits (or one module greater than 30 credits) in a level.

#### **If you did not make an attempt at your assessments at the first attempt:**

If you do not submit work or attend assessments at the first attempt, that guarantee of a referral is lost and the appropriate Board will decide whether or not to allow you a referral. In making its decision, the Board may take account of your engagement with that module.

If the Board does allow you a referral(s) and you do not take the referral(s) at the time notified to you by your Faculty/School, no further referral opportunity will be given to you and you may fail the award.

Option modules which have been awarded a Fail (i.e. where no reassessment entitlement remains) may be replaced or retaken as previously described where this is possible. However, if you have exhausted all referral/retake opportunities for all modules in a specific option group, then you will not be able to meet the requirements of your chosen award and will not be permitted to continue on that award.

Core modules cannot be replaced. If you are awarded a Fail for a Core module then you will not be able to meet the requirements of your chosen award and will not be permitted to continue on that award. You will not be allowed to reapply to study the same award in the future as you will already have failed the core modules. If you pass the core modules but fail the overall award, these modules may be used towards a different award for which they are core or option modules.

In all cases, if you are allowed a referral(s), the referral(s) must be taken at the next referral opportunity, as determined by the Award Board. It is your responsibility to make sure that you know when you are required to resit.

## ***10.2 Extenuating Circumstances***

If you feel that any unforeseen and unavoidable circumstances (e.g. illness) have affected your ability to gain or demonstrate your knowledge or capabilities in one or more modules you should submit an Extenuating Circumstances form giving full details of the circumstances and supporting evidence for your claim.

If, having submitted a claim for extenuating circumstances, your claim is upheld, the Assessment Board will note where Extenuating Circumstances have been upheld and, where appropriate, recommend to the Award Board a date for (re)submission of the assessment.

If you are given a pass mark for the assessment component(s) for which extenuating circumstances have been upheld, you will be given the opportunity either to accept the grade achieved or submit for further assessment in that module (or components of that module) which you had claimed had been affected by extenuating circumstances.

If you decide to submit for further assessment in the module (or components of that module) which were upheld to have been affected by extenuating circumstances, and you obtain a higher grade than the original grade, the higher grade will be recorded. If you obtain a lower grade than the original grade, the original grade will be recorded.

If you have had your claim for extenuating circumstances upheld against a number of modules (or components of modules) you must decide which modules (or components on modules), if any, you wish to submit for further assessment.

You must make that decision by informing your home Faculty/School, within ten working days of the decision of the relevant examination board being notified to you, in writing, which module(s) (or components of module(s)) you have decided to submit for further assessment. A proforma for such purposes is available from your Faculty/School Office.

If you do not return the proforma within the ten working days specified, your home Faculty/School will assume that you do not wish to submit for further assessment. It is therefore your responsibility to abide by this deadline.

## ***10.3 The Conferment of Awards***

### **10.3.1 Eligibility for your Award**

Once you reach the end of your award the Award Board for your award will consider whether you have met all the learning outcomes and the credit requirements for successful completion of the award (see also sections on module enrolment and student workload). If you have met the requirements the Award Board will grant you that award.

If you have enrolled for an Honours Degree programme and met the requirements for completion of your award then the Award Board will consider awarding your degree with Honours. Honours are classified as follows:

- First Class Honours
- Second Class Honours (Upper Division)
- Second Class Honours (Lower Division)
- Third Class Honours

If you have not met the conditions for Honours you may be referred in some of your modules. At this point the Award Board may decide to set a ceiling on the maximum Honours classification available to you, once you have completed successfully those referrals and any retakes or replacements. The maximum degree classification you receive will not be lower than the base class as calculated once referrals have been completed successfully. The Award Board may also wish to consider you for the award of an Ordinary Degree.

If you have no referral, retake or replacement module opportunities remaining, the Award Board will consider your eligibility for the award of an Ordinary Degree.

### **10.3.2 The Determination of Honours Classification**

#### **Stage 1 - Your Overall Score**

In determining your degree classification the Award Board will consider your performance in all modules at both Levels 5 and 6 (excluding any Additional modules) studied at any stage of your award. Please note that this refers to the level of the modules and not the year/level of the award you are studying.

Having checked that you have passed all the modules and satisfied all the requirements of your award the Award Board will consider your overall score in Level 5 and 6 modules.

This overall score will be determined by taking into account all your Level 5 module results and giving them a 30% weighting, and all your Level 6 module results and giving them a 70% weighting. The size of multiple modules will also be taken into account by counting the grade point achieved in a 15 credit module once, in a 30 credit module twice, in a 45 credit module three times and so on.

Where compensation is awarded by a Level 6 Award Board (to either Level 5 or Level 6 modules) the original Grade Point achieved will contribute to the overall score.

In summary then:

Overall Score = 30% of average grade points per 15 credits at Level 5 + 70% of average grade points per 15 credits at Level 6.

For students who have been admitted to the University at Award Level 6 (and have not studied any credits at Level 5 at this University) the overall score will normally be 100% of the average grade point per 15 credits at Level 6. Any available academic history may, at the discretion of the Award Board, be considered where appropriate.

If you have been awarded credit through the Accreditation of Prior (Experiential) Learning (AP(E)L) scheme, these modules will be recorded on your profile as Grade Point 4E and this grade will not be taken into account when calculating your average grade point for classification purposes.

Your overall score will determine your “base” classification as follows:

Overall Score	Base Classification
13.0 or higher	First Class Honours
10.0 to 12.99	Upper Second Class Honours
7.0 to 9.9	Lower Second Class Honours
4.0 to 6.99	Third Class Honours
3.99 or below	See regulations on Ordinary Degrees

If you have met the requirements for your award you will be awarded at least your “base” classification.

If you have achieved at least 90 Level 6 credits in a class higher than the base, the Award Board will award you one class higher than the base.

### **Stage 2 - Consideration of your Level 6 Results**

Finally the Award Board will consider whether your performance in modules at Level 6 (your profile) suggests that you should be awarded a higher classification than the “base” indicated by your overall score.

If you have:

Achieved at least a Grade Point 4 in all Level 6 modules;

And Achieved at least 60 Level 6 Credits in a class higher than the base

the Award Board has discretion to consider you for the award of one classification higher than base if you have at least 60 credits in a class higher than your base classification.

In operating this discretion the Award Board will also consider:

- The number of Level 6 credits you have studied
- Your Overall Grade Point Average
- Your Grade Point Average in your best 60 Level 6 credits
- Where your overall score lies within the classification band
- Any claims for Extenuating Circumstances that have been upheld

The Award Board will not consider such factors as:

- Your personality and personal relationships
- Any judgement about your potential ability (i.e. not realised in your assessment results)
- Any intentions you may have to progress to post-graduate study or employment requiring a certain Honours classification
- Attendance

If any Level 6 credits have been compensated then you will be awarded your base classification only.



## ***10.4 General Regulations***

### **10.4.1 Attendance**

Attendance is required at all teaching sessions for the modules for which you have enrolled. Sessions include all tutor-led activities such as lectures, seminars, tutorials and presentations. “Sessions” should not be interpreted as “weeks”. For small group sessions (sessions which involve a sub-set of the whole module cohort) you must attend the sessions to which you have been assigned.

If you are absent from a module(s) or programme of study on four consecutive occasions in a semester, including lectures, tutorials, seminars and laboratory based classes for reason other than personal illness without written approval you may be deemed to have withdrawn from the module(s) or programme of study and your registration on that module(s) or programme of studies cancelled. You may be excluded from further teaching, denied access to examinations and refused the opportunity to submit assessment for the module or award. You will therefore need to seek permission to start again on the same module (or a replacement where applicable).

All students are also required to maintain an attendance of 80% in each module and will be sent a letter advising of poor attendance after 3 and 6 absences from a module. APIIT will also monitor attendance of foreign students to ensure their attendance meets the minimum requirements of the Malaysian immigration other such authorities.

### **10.4.2 Breaches of Assessment Regulations - Academic Dishonesty**

Cheating and/or plagiarism of any kind will not be tolerated and will be dealt with very seriously. Cheating is defined as any attempt to complete an examination or assessment by unfair means. Plagiarism is defined as submitting the work of others as your own without appropriate referencing and citation for the purposes of satisfying assessment requirements. Plagiarism also includes allowing your work to be copied by another student.

### **10.4.3 Submission and Late Submission of Coursework**

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so may result in failure of the module overall. The submission date will be specified for each piece of assessment for each module. It is your responsibility to make sure you know when your submission dates are and to comply with them.

Failure to meet this deadline will be treated as a non-submission and a Grade Point 0 will be awarded for that component. The only exceptions to these rules apply where a valid claim for extenuating circumstances can be made.

### **10.4.4 Appeals Against an Examination Board Decision**

You may request that any assessment be rescrutinised after the final results are confirmed by the Award Board. You may not appeal against academic judgment but if you believe a material error has been made you may ask for a review of the Examination board decision.

You may also request a review if there is evidence supporting extenuating circumstances which was not available at the time of the Examination Board decision.

## 10.5 Mapping of Assessments

Module Code	Module	Portfolio	Essay	Assignment
AM50395-4a	Animation Fundamentals I			✓
AM50395-4b	Animation Fundamentals II			✓
AM50395-4c	Animation Fundamentals III	✓		
AM50395-4d	Animation Fundamentals IV	✓		
AM50315-4a	Applied Timing I			✓
AM50315-4b	Applied Timing II	✓		
AM75024-4	Cinema Film Analysis		✓	
AM50249-4	Sculpture for Animation	✓		
AM50068-4	Introduction to Graphics Design			✓
AM50163-5	Animation Debates		✓	
AM50397-5a	Audio, Sound and Score for Animation I			✓
AM50397-5b	Audio, Sound and Score for Animation II			✓
AM50033-5a	Character Animation Implementation I			✓
AM50033-5b	Character Animation Implementation II			✓
AM50036-5a	Film Shorts & Stings I			✓
AM50036-5b	Film Shorts & Stings II			✓
AM75085-5	From Script to Screen			✓
AM50231-5	Creative Practice			✓
AM50041-6	Animation Futures			✓
AM50396-6a	Final Major signature Projects I			✓
AM50396-6b	Final Major signature Projects II			✓
AM50396-6c	Final Major signature Projects III			✓
AM50287-6a	Individual Animation Project I			✓
AM50287-6b	Individual Animation Project II			✓
AM5003-6	Design Project Report		✓	

# 11 Entry Requirements

Entry into the Programmes will be via one of the following routes:

## Route 1: Entry to level 4 Degree

- 2 Principal passes at STPM Level and 4 credit passes at SPM,
- 2 Passes at “A” Levels and 4 Grade C Passes at O Levels/GCSE, or
- The APIIT Foundation or equivalent
- A Qualification accepted by SU as equivalent to the above

**All students must demonstrate that they have met the equivalent of IELTS 6 either through formal English language assessment or through success in prior study at “A” level or equivalent in English.**

Additionally students entering the Journalism degrees will be required to have an IELTS of 7.5 or equivalent

## Route 2: Direct Entry to Level 5 Degree

- Successful completion of the relevant APIIT Diploma, or
- Successful completion of study in another recognised institution with academic credits equivalent to level 4 of an honours degree in relevant subjects

## 12. Module Descriptors

### *12.1 List of Modules*

#### Level 4

AM50395-4a	Animation Fundamentals I
AM50395-4b	Animation Fundamentals II
AM50395-4c	Animation Fundamentals III
AM50395-4d	Animation Fundamentals IV
AM50315-4a	Applied Timing I
AM50315-4b	Applied Timing II
AM75024-4	Cinema Film Analysis
AM50249-4	Sculpture for Animation
AM50068-4	Introduction to Graphic Design

#### Level 5

AM50163-5	Animation Debates
AM50397-5a	Audio, Sound and Score for Animation I
AM50397-5b	Audio, Sound and Score for Animation II
AM50033-5a	Character Animation Implementation I
AM50033-5b	Character Animation Implementation II
AM50036-5a	Film Shorts & Stings I
AM50036-5b	Film Shorts & Stings II
AM75085-5	From Script to Screen
AM50231-5	Creative Practice

#### Level 6

AM50041-6	Animation Futures
AM50003-6	Design Project Report
AM50396-6a	Final Major signature Projects I
AM50396-6b	Final Major signature Projects II
AM50396-6c	Final Major signature Projects III
AM50287-6a	Individual Animation Project I
AM50287-6b	Individual Animation Project II

### *12.2 Module Descriptors by Level*

Please refer to the module file.