Programme specification:
BA (Hons) Animation

1. Overview/factual information

Teaching Institution	Plymouth College of Art
Awarding Institution	Plymouth College of Art
Date of latest validation	January 2017
Next revalidation	
Credit points for the award	360
UCAS Code	W61M
Programme start date	September 2017
Underpinning QAA subject benchmark(s)	Art and Design; Communication, Media, Film & Cultural Studies
Professional/statutory recognition	
Duration of the programme for each mode of study	3 years full-time, 6 years part-time
Dual accreditation (if applicable)	
Date of production/revision of this specification	August 2018
External Examiner	Phil Organ Senior Lecturer University of Wales, Trinity St David

2. Programme aims and objectives

2.1 Educational aims and objectives

Programme aims:

1. To facilitate the development of creative and highly versatile graduates capable of innovative methods of applying animation content across a diversity studio based projects and equipped for a breadth of professional production roles across Animation, Visual Effects, Games and Interactive Media.

2. Provide a learning environment where students with differing profiles and aspirations can realise their creative, academic and professional potential, supported through a range of appropriate teaching and assessment approaches which engenders a sense of team working and collaboration.

3. To facilitate students from a range of prior educational backgrounds or returners in acquiring and consolidating core skills and knowledge in animation production in order to apply and synthesise their learning in a range of productions to the highest of professional standards whilst cultivating individual responsibility in the learning process through involvement in decision making processes.

4. To engender a Studio Culture through collaborative and team based working and recognising the importance specialist roles within a variety of animation production pipelines and how this establishes professional practice in the development of new start-ups industries through the understanding of financial legal and entrepreneurial frameworks in expanding awareness of career pathways that responds to the contemporary market for animation skills

5. To offer a creative and academically rigorous course of study in character animation which leads to the development of a focused area of specialization whilst ensuring an academic framework that promotes cross-disciplinary dialogue, alongside wider cultural debates and discourse from the independent filmmaker to technical specialists.

6. To provide opportunities for professional engagement through working with clients on live project commissions and supporting other stakeholders in the production of animation for competitions, festivals and screenings in both the independent and commercial sectors of the Industry across a range of distribution channels in order that students are able to gain confidence in Pitching to specific markets and networking with key collaborators in securing commissions and employment opportunities

7. To engender an understanding of the breadth of the Animation industry from Independent film to commercial production or employers to secure finance or employment opportunities

8. To foster a reflective and investigative evaluation of historical and contemporary cultural contexts in Animation in extending students' academic and research skills in the development of research and shared practice in analysis of animation production in the both western tradition and across through cultural perspectives in examining Animations impact on Cultural Identity and heritage.

Programme objectives:
On successful completion of this programme, a student will be able to:

1. Will be able to demonstrate and apply the fundamental principles of animation, performance and acting throughout all productions from sting to graduate film in delivering the core concept and philosophy of "Make Believe" in continuing the tradition of character driven animation through application traditional and digital methods of practice.

2. Demonstrate control and application of both traditional (Drawn and Stop Motion) and technical aspects of animation production (3D and Compositing) in context to the broad spectrum of contemporary animation production in arriving at creative and aesthetic responses to a range of assignments set by programme staff, clients and other stakeholders and as a result clearly demonstrate that they have a specialised skillset to meet the requirements.

3. Show a range of appropriate research methods, in the investigation of the critical, cultural, social, professional and entrepreneurial contexts of Animation and be able to present this in academically and visually appropriate formats and how this impacts on personal development and practice through professional development discourse in understanding different genres and audiences and critically reflect on and position their work in relation to a market.

4. Demonstrate and ability to generate ideas through exploring a personal signature through the development of visual language, materials, traditions and techniques across independent and commercial levels of animation production showing imaginative and intellectual enquiry in the design, art direction and experimentation

5. be able to identify Cultural and economic importance of the Animation Industry in the UK and its effect on learning and development within the context of a global market and how this impacts on the design and content of the work produced in examining issues of identity, cultural heritage, inclusivity and ethics in developing mature dialogue and engagement with different subjects in effectively communicating to a diversity of demographic groups and target audiences.

6. Understand the legal and business frameworks associated with new start up industries and how to leverage funding through public grants and collective contributions crowdsourcing and business practice alongside having a thorough knowledge and application of awareness of UK Copyright and Intellectual Property rights in ultimately identifying appropriate marketing and distribution methods in relation to the creative Industries and related commercial enterprise.

2.2 Relationship to other programmes and awards
(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
Extended Degree (successful completion allows guaranteed progression to linked Degree programme).

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
Students will be able to: A1. Demonstrate a systematic understanding of current overarching theories and practices that underpin Animation production & historical context from an expressive filmart form to global business practice. A2. Demonstrate the application of different animation methods and techniques over a diverse spectrum of media channels and through exploration of both analogue and digital practices and convergent technologies. (2) A3 Demonstrate a thorough knowledge of the diverse roles and responsibilities and working practices within the Animation Studio environment including factors affecting legal, ethical, Intellectual Protection.	**Lectures:** to introduce the overarching concepts of the research theory and practice based methodologies involved in animation practice and production. **Demonstrations** to introduce key technical and practical skills across a range of specialist animation media in 2D /3D and Stop Motion Production. **Seminars:** to introduce focused concepts and research methodologies involved in a more interactive participatory context. **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:(Dailies / Rushes)** to enable students to present their work on a regular basis to staff and peers and make revisions and iterations required from feedback. **Blended Learning:** to enable students to enhance their learning via digital and online resources, through our VLE, (Moodle) Lynda.com, blogs etc. **Contextualisation** Identify the link between theory and practice and how this supports an ongoing evaluative process as part of professional development **Studio development:** to develop studio practice alongside other students and other stakeholders in the development of collaborative projects **Private study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

	Modules are delivered through a series of subject specific tutor-set, competition led, client driven and negotiated assignment briefs designed to develop the appropriate skills and knowledge as set out in the module descriptors. The students' practical knowledge base is underpinned through Contextual Studies assignments and seminars. Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings. **Assessment methods** Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; intranet pages, etc. Details relating to the presentation of completed assignment work will also be specified within the briefing documentation. **Self-evaluation and critical reflection** are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the module descriptors and assignment briefs.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
Students will be able to: B1. Identify and select suitable research methodologies, outputs, platforms and materials that will inform the effective development of innovative concepts in Animation production strategies marketing and distribution. B2. Critically evaluate how their own skills, attributes and aspirations reflect the requirements of professional practice and the world of work in order to identify personal and professional strategies for future development B3. Show understanding of how interdisciplinary ideas and concepts support animation development and evidence understanding in practical and theory-based outcomes.	**Learning and Teaching Strategy/Method** **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and on line resources, through our VLE, Lynda.com, blogs etc. **Private study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module. Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of art and design, both past and present, within the context of a professional environment. The programme recognises that student's contemporary expression is not governed by traditional views and will allow the student to develop their individual professional identity with confidence. Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs, which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors. Group discussions both specialist and cross disciplinary, research seminars and crit sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to art and design activities in both a practical, vocational manner and in a social context.

	Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings. **Assessment** Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc. Details relating to the presentation of completed assignment work will also be specified within the briefing documentation. Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
Students will be able to: C1. Devise and research appropriate and creative Animation concepts and solutions in response to the requirements of a specific brief, client or other stakeholders through managing assignments within a creative studio in negotiating and iterating design changes and delivering productions within a defined timeline and schedule C2. Develop technical proficiency in software, equipment and emerging technologies in order to arrive at a professional standard within all animation productions. C3. Evaluate, critique and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods. C4: Develop an action plan for vocational and career progression based on awareness of animation and wider media industries & associated practices on a local national and International framework.	**Learning and Teaching Strategy/Method** **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and on line resources, through our VLE, Lynda.com, blogs etc. **Educational Study** visits take place at various Animation Festivals and conferences. These introduce students to industry contacts and offer opportunities for work placement at Film Festivals, etc. **Independent Study** is time spent delivering back the assignment. It is 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 educational experience and this independent study reinforces this. **Private study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module. Modules are delivered through a series of subject specific tutor-set and negotiated assignments that are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors. Practical workshop/studio activities and associated production facilities and resources are utilised to further develop the subject specific production skills. These skills are underpinned and strengthened by research into cultural and contextual applications.

	Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research. Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into the final module in preparation for personal promotion. Group discussions, cross-disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach. **Assessment** Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc. Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods – across all levels**
Students will be able to: D1. Demonstrate communication skills**,** which evidence knowledge and understanding of critical, ethical, cultural and contextual discourse, within an Animation production context. D2. Negotiate and manage partners and clients' needs and expectations in order to deliver tasks and projects within time and budgetary constraints. D3. Demonstrate the ability to work on self-initiated tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and independence. D4. Develop reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth including working across disciplines and through interdisciplinary practice.	**Learning and Teaching Strategy/Method** **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and on line resources, through our VLE, Lynda.com, blogs etc. **Private study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module. Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both design and academic work will be encouraged and supported through the teaching programme and group discussions, crit sessions and individual tutorials. Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of others in a range of environments. Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is encouraged and supported through the academic rigour of a dissertation or equivalent output. **Assessment**

	'Transferable Skills' are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.

4. Indicative Programme Structure – Full-time

Full-Time		
Year 1/level 4		
Semester 1		**Semester 2**
BCOP100 - 20 Credits		
ANIM104 - 20 Credits		
ANIM101 - 20 Credits		ANIM103 - 20 Credits
ANIM102 - 20 Credits		BAIS300 - 20 Credits
Year 2/level 5		
Semester 3		**Semester 4**
GCOP200 - 20 Credits		
ANIM203 - 20 Credits		
ANIM201 - 40 Credits		ANIM202 - 40 Credits
Year 3/level 6		
Semester 5		**Semester 6**
ANIM301 - 40 Credits		ANIM303 - 40 Credits
ANIM304 - 20 Credits		ANIM302 - 20 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)
Level 5 Exit Award – Diploma of Higher Education (240 credits)
Level 6 Exit Award – BA (Hons) (360 credits)

4. Indicative Programme Structure – Part-time

Students will follow a six-year programme of study with daytime attendance and some twilight teaching. Students would commit to approximately one core-teaching day per week with identified tutorial/seminar hours in twilight, as well as an additional commitment to Interdisciplinary Studies attendance depending on College arrangements. The flow of learning is designed to parallel the full-time mode at key points of assessment or delivery as far as is practicable, particularly around dissertation teaching, exhibition and assessment. At each Level there has been due consideration of student experience, credit hours and deliverability. There are no optional modules in the programme.

Part-Time		
Year 1/level 4		
	Semester 1	**Semester 2**
	BCOP100 - 20 Credits	
	ANIM101 - 20 Credits	BAIS300 - 20 Credits
Year 2/level 4		
	Semester 3	**Semester 4**
	ANIM104 - 20 Credits	
	ANIM102 - 20 Credits	ANIM103 - 20 Credits
Year 3/level 5		
	Semester 5	**Semester 6**
	ANIM203 - 20 Credits	
	ANIM201 - 40 Credits	
Year 4/level 5		
	Semester 7	**Semester 8**
	GCOP200 - 20 Credits	
		ANIM202 - 40 Credits
Year 5/level 6		
	Semester 9	**Semester 10**
	ANIM301 - 40 Credits	ANIM302 - 20 Credits
Year 6/level 6		
	Semester 11	**Semester 12**
	ANIM304 - 20 Credits	ANIM303 - 40 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)
Level 5 Exit Award – Diploma of Higher Education (240 credits)
Level 6 Exit Award – BA (Hons) (360 credits)

Annex 1

Indicative Programme Content

Interview and Pre-enrolment activities

It is recognised that students come onto the Animation Programme from a diverse levels of school further education courses and from employment. Many have very different educational and life experiences and expectations of what animation involves and the demands of the discipline. We use Open Days Outreach talks UCAS and the interview stage to prepare students for study via a Summer project in Character design and construction This is done to ensure that the candidates know exactly what the curriculum content is and eases them onto the Programme.
PL provides portfolio advice from meeting Students at outreach events and follow up to Open Days

<u>**Level 4**</u>

The 1st year of BA Hons Animation will introduce 4 key areas which will build a foundation of Knowledge and Understanding to equip students progressing to Levels 5 and 6. The 4 pillars are:

- Application of the **12 Principles of Animation** across a series of tutor led exercises and extended project based productions.
- An understanding and application of **Drawing** throughout the developmental stages of all animation production to ensure that later iteration is avoided in production
- **Technical skills** in 2D / 3D Stop Frame and Compositing are required to produce quality outcomes suitable for a range of screen based and multimedia platforms
- **Contextual underpinning** of practice to ensure that students are introduced to what is current in their chosen area of study and Industry

This year develops the essential aspects of becoming an animator through a systematic set of learning exercises and projects which build on performance and timing. Pre-Production methodologies are taught as part of the Drawing Practice for Animators in storyboarding and layout whilst using life studies sessions to underpin visualisation of the dynamics of movement and weight. All types of Animation technique will be shown at an introductory level for students to find their own preferred methodology and development of skill. Contextual studies will introduce themes surrounding film Language history of animation genre and cinematography. Professional Practice will deal with the current studios in the UK spreading out to the Global markets whilst developing confidence in pitching and presenting ideas in a more concise and confident manner.

Semester 2 will build further technical skills in applying animation to more developed projects and applying new digital practice in 2D and 3D toolkits. The emphasis will be on production values in the use of editing and postproduction software.

<u>**Level 5**</u>

The 2nd year of BA Hons Animation will build on the Foundation of the core principles in animation the application of drawing and the 2 technical modules to enable students to start making decisions about the direction they wish to specialise in during this academic year.

The key areas of study will be in Character Animation Development through:
- Character driven gesture based **performance studies** where the key aspect of **Acting** will be delivered and examining the motivation and goals of the character. The use of **sound** will be integral to Voice acting in **lip-synch** foley sound and score elements to add to repertoire of the devices to bring out the best in performance qualities. Drawing for Animation will be developed at this level into specific presentation formats concentrating on Character design

development and iteration. Model and style sheets will be supported by line ups and turnarounds. Replacement animation systems in 2D 3D and stop motion will be investigated alongside the sound element. Scriptwriting and narrative structure will form an integral aspect of the second year which is embedded in the large 40 credit modules.

- Students will be introduced to Business Practice in Start-up during their PDP module which will enhance their self-promotion negotiation and pitching skills
- **Studio Practice** will form the basis for working for external clients in teams. Technical pipeline skills and file management will form a significant proportion of the content to ensure professional working schedules and outputs
- **Contextual underpinning** of practice to ensure that students are introduced to what is required to set up their own Studio and involves series of lectures on Copyright IP and legal aspects of working independently.

The 2 core themes to be covered in year 2 surround the development of character animation. This will involve the exploration and application of acting principles gesture and voice acting to an animated character. Students will develop character design strategy and show a clear Animation design process leading to the final iteration. This will then be made modelled or drawn in an animated short. This will form the opportunity to work in a specified area of production whether traditional or digital in the development of a personal response and signature. This reinforces the independent maker animator.

Semester 2 deals entirely with the **The Studio Culture** and team working. All projects will be for an external client competition or other stakeholder and the entire year will work on a collaborative project to understand the purpose and mechanics of studio production. This is supported by the PDP module which focuses on Start Ups in preparing the ground for self employment in a changing market. Contextual studies will concentrate on Animation debates and thematics which affect current global production and the UK. There will be an emphasis in the second semester on Editing colour correction and grading in the Studio Practice module. The student will by the end of Year 2 be confident of the role they want to pursue in the Animation Industry and which are of production they feel strongest in. They will develop ideas for their final year and Graduate Project.

Level 6

The 3rd year of BA Hons Animation will be the culmination of the programme and will be an opportunity to consolidate all previous learning into a strategy for a major project and body of work to act as a platform to showcase an area of animation specialism which clearly demonstrates a sense of knowledge about current standards of practice in the Animation Industry as well as avenues for the development of Independent work and commissions for clients requiring animation services.
There are a number of negotiated pathways as part of the Research and Experimentation Module which will be pitched to staff and peers. The chosen area of specialisation will fall under a range of categories such as in the following indicative list: (More than one choice or combination or other negotiated outcome can be used);

- **TV Series** Pilot centred around the prerequisites of Cartoon Forum Pitch methodologies
- **Creature / organic based Artist** for content in the VFX sector
- **Independent Film Animator** with full Marketing and Distribution / Screening
- **Specialist Pipeline Artist** (Technical Director) in either Rigging / Lighting / Texture / Artist Fluids)
- **In Games Animator** Interactive / Immersive Technologies (Consoles / Mobile Apps and VR Tech)
- **Video Mapping** / Installation / Site Specific specialist.
- **Researcher** which supports Animation production in any of the above fields

These are not exhaustive and further areas of specialism considered where clear evidence to support a specialist area of development is supported by evidence of validity in the current animation market.

It is important to point clarify that the Independent Film option needs to be fully supported with evidence of a distribution and marketing strategy and at least a trailer or scene needs to be completed in the Research and Experimentation module. This is to ensure that it can be completed in the timeframe.

This year also underpins the academic aspect of the programme in that a dissertation is written in semester one as part of Contexts of Practice 3. This has two possibilities in having a practice led or purely theoretical approach to an area of interest that is a contemporary theme or debate in animation or related area of the creative industries. The 3rd year has 2 key practical modules which can be broken down into Pre-Production and Production. Pre-production is not just preparation for the second semester however as students need to demonstrate a clear working pipeline fully documented and tested with an animation outcome to prove that it is suitable for the work to be carried out for Graduate Production. Creative and Professional Conclusion forms the basis for a clear and planned exit strategy from the programme into work, self-employment or postgraduate study. The programme is built around a needs for industry approach alongside the development of a personal signature in creative practice which allows for the range of outcomes to be viable in a single module. There is also the opportunity to form teams in the creation of larger projects but all participants have to demonstrate their individual contribution to the production. The Programme also shows work at the annual School Campus where the work will be showcased to the Animation Industry.

The final outcome of the 3rd year will be a Degree Show at the College

A set of Animation Production Bibles outlining Complete preproduction Design proposals
Students will have a demo reel of 2 minutes long showing their professional Skillset.

- Completed Graduate Films
- Pitch Trailers for Independent Films in Production
- Research outcomes in Technical Animation Pipelines and application in Production.
- 3 Dimensional Artifacts from Production including Stop Motion assets.
- Documentary of the making of the productions and marketing pitches for each student

<u>Part-time mode of study</u>

Students will follow a six-year programme of study with daytime attendance and some twilight teaching. The structure can offer a level of flexibility for individuals but will equate to a semester of full time equalling one year of part time study.

 Students would commit to approximately one core-teaching day per week with identified tutorial/seminar hours in twilight, as well as an additional commitment to Interdisciplinary Studies attendance depending on College arrangements. The flow of learning is designed to parallel the full-time mode at key points of assessment or delivery as far as is practicable, particularly around dissertation teaching, exhibition and assessment. At each Level there has been due consideration of student experience, credit hours and deliverability. There are no optional modules in the programme.

Annex 2

Learning and Teaching Strategy

Introduction

The Learning and Teaching Strategy developed for Undergraduate programmes has been designed to address the need for both professional, practical industry focused skills as well as creative academic development, thus engaging the student in the acquisition of a range of creative, intellectual and industry-related professional and practical skills.

Programme levels:
The levels of the programmes carry distinct roles within the students' progression and development.

Level Four is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base.

Level Five consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal specialisation and professional awareness.

Level Six allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by a piece of contextual work.

Module delivery:
Modules are structured around combinations of or single assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, critiques, seminars, lectures, problem solving exercises, and the use of structured questioning in studio/workshop settings. All these activities can be individual and/or group-based and encourage the development of analytical and critical-reflective skills, as well as materials-based manipulative skills.

Module assignments:
Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. Either individual or group based, they are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and Health & Safety information, etc. This additional information will visually be made available on the colleges VLE along with a wide range of useful resources, such as software support and contextual readers.

Peer interaction, independent learning and private study-time:
Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, inter-student interaction to discuss and negotiate ideas and methods is also a compelling way of learning. For these reasons peer interaction, independent learning and private study-time are all considered key components in the Learning strategy and are reflected at all levels of the programme – from the overall structuring of the Programme Levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities on a daily basis.

Statements of intent and reflective learning logs:
Critical reflection and self-evaluation are essential elements in art and design practice and education, enabling the selection of and discrimination between appropriate actions and outcomes. For this reason, critical reflection and self-evaluation are incorporated into all assignments and made concrete in two primary ways:

Statements of Intent: these are introduced at key points during the programme, although their usage is more pronounced in Level Five and Level Six Assignment work that is geared more to negotiated proposals supporting a greater independent mode of learning and personal specialisation.

Reflective Learning Logs: A form of reflective account/ PDP/ diary/ journal/ production log/blog that is used to record process, technique and skills acquisition alongside a self-reflective critical analysis of future intentions and personal development requirements and objectives for planning students own learning.

Assessment strategy
Assessment is entirely by coursework and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity.

Formative tutor assessment:
Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the two-year programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy (see above) constitute formats for providing formative feedback, as do the Statements of Intent and Reflective Learning Logs (see below).

Formative peer assessment
Peer assessment requires the student to place himself or herself in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills; it also helps to foster a supportively critical studio environment.
Peer assessment usually takes place in-group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected by the tutor and useful comments are collated by the tutor for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

Formative external/employer assessment
During and at the conclusion of professional practice, work based and work related learning, formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible in work related learning, externals will be asked to be part of the summative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors

Summative assessment
Summative assessment generally takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include: research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, essays and reports. For practical studio-based assignments the usual model will be presentation to at least two tutors and in a group critique situation.

The academic & industry skills agenda:
Clear notes on assessment protocol, supported by pre-assessment verbal briefings, will be provided for external industry practitioners and potential employers where they are involved in the assessment of assignments.

Module assignments:
Information relating to the requirements for presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

Group work (supporting peer interaction):
Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of each individual in the group will be assessed.

Statements of intent and reflective learning logs:
Statements of intent include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed.
Reflective learning logs may sometimes be specified by assignments as required supporting material to be submitted for assessment.

Feedback

Formative feedback:
Formative feedback from tutors and peers takes place across the programme and is intended to help students maximise their strengths and to provide timely advice to assist them to rectify weaknesses. It is usually conveyed verbally to individuals and groups, but occasionally can be recorded in written form – as in the statements of intent.

Summative feedback:
Summative feedback is designed to help students comprehend and appreciate their relative strengths and weaknesses, and to benchmark their progress in order to develop strategies for future learning. The end of programme summative feedback is also expressly designed to assist students to prepare for further study or employment. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with module outcomes. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

Annex 3 - Curriculum map

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

Knowledge and Understanding

	A1	A2	A3
4			
ANIM101		✓	
ANIM102		✓	
ANIM103		✓	
ANIM104	✓		
BAIS300			✓
BCOP100	✓		
5			
ANIM201		✓	
ANIM202			✓
ANIM203	✓		
GCOP200	✓		
6			
ANIM301		✓	
ANIM302			✓
ANIM303	✓	✓	
ANIM304		✓	✓

Cognitive Skills

Level	B1	B2	B3
4			
ANIM101		✓	
ANIM102		✓	
ANIM103		✓	
ANIM104		✓	
BAIS300			✓
BCOP100	✓		
5			
ANIM201	✓		
ANIM202		✓	✓
ANIM203		✓	
GCOP200			✓
6			
ANIM301	✓	✓	
ANIM302	✓	✓	
ANIM303		✓	
ANIM304			✓

Practical and Professional Skills

Level	C1	C2	C3	C4
4				
ANIM101		✓		
ANIM102	✓			
ANIM103		✓		
ANIM104				✓
BAIS300		✓		
BCOP100			✓	
5				
ANIM201		✓		
ANIM202	✓			
ANIM203				✓
GCOP200			✓	
6				
ANIM301	✓		✓	
ANIM302				✓
ANIM303			✓	
ANIM304			✓	

Key/Transferable Skills

Level	D1	D2	D3	D4
4				
ANIM101			✓	
ANIM102			✓	
ANIM103	✓			
ANIM104		✓		
BAIS300		✓		
BCOP100				✓
5				
ANIM201			✓	
ANIM202		✓		
ANIM203				✓
GCOP200	✓			
6				
ANIM301			✓	
ANIM302				✓
ANIM303			✓	✓
ANIM304	✓			