



Faculty of Arts and Humanities

Manchester School of Art

## BA (Hons) Illustration with Animation

### Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education

## Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications are updated on an annual basis to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session indicated in section 3 of the following table.

<b>1</b>	<b>Date of initial Approval or last review:</b>	29 January 2013
<b>2</b>	<b>Effective date of Approved/Reviewed Programme Specification:</b>	1 September 2013 – 31 August 2019
<b>3</b>	<b>This Version effective from:</b>	September 2017
<b>4</b>	<b>Version number:</b>	2013/Version 5

**Students who commenced their study on awards within this programme specification prior to September 2013 should refer to the previous version of the programme specification published on the CASQE website. <http://www.mmu.ac.uk/academic/casqe/specs/index.php>**

## Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort of students affected by the change, are listed at the back of the document.

## Cross Referencing of Programme Specifications

<b>The following elements of provision included in this document is/ are also included in the following programme specifications</b>	<b>Award</b>	<b>Programme Specification</b>
	N/A	
<b>Amendments made to provision listed in this table, must also be reflected in the relevant programme specifications listed above</b>		

## School-wide Units

All units are offered at every level of study unless indicated otherwise.

<b>Unit</b>	<b>Home Programme Specification</b>	<b>Also located in the following Programme Specifications</b>
<b>Contextualising Practice</b>  <b>1G4Z9901</b> <b>1G5Z9901</b> <b>1G6Z9901</b>	<b>UG Programmes in Art Theory and Practice</b>	<b>BA (Hons) Acting, BA (Hons) Animation, BA (Hons) Creative Multimedia, BA (Hons) Fashion, BA (Hons) Fashion Art Direction, BA (Hons) Filmmaking, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interactive Arts, BA (Hons) Interior Design, BA (Hons) Photography, BA (Hons) Textiles in Practice, BA (Hons) Three Dimensional Design</b>
<b>Contextualising Practice – 15 credits</b>  <b>1H4Z9902</b> <b>1G5Z9902</b> <b>1G6Z9902</b>	<b>UG Programmes in Art Theory and Practice</b>	<b>BA (Hons) Animation, BA (Hons) Creative Multimedia, BA (Hons) Fashion, BA (Hons) Fashion Art Direction, BA (Hons) Filmmaking, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interactive Arts, BA (Hons) Interior Design, BA (Hons) Photography, BA (Hons) Textiles in Practice, BA (Hons) Three Dimensional Design</b>
<b>Unit X</b>  <b>1B4Z9801</b> <b>1B5Z9801</b> <b>1B6Z9801</b>	<b>BA (Hons) Three Dimensional Design</b>	<b>BA (Hons) Animation – LEVELS 4 &amp; 5 ONLY, BA (Hons) Creative Multimedia, BA (Hons) Fashion, BA (Hons) Fashion Art Direction, BA (Hons) Film and Media Studies, BA (Hons) Filmmaking, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interactive Arts, BA (Hons) Interior Design, BA (Hons) Photography, BA (Hons) Textiles in Practice, UG Programmes in Art Theory and Practice</b>
<b>Placement (120 credits)</b> <b>Placement (60 credits)</b> <b>Overseas Study (120 credits)</b> <b>Overseas Study (60 credits)</b>	<b>BA (Hons) Interactive Arts</b>	<b>BA (Hons) Fashion, BA (Hons) Fashion Art Direction, BA (Hons) Fine Art, BA (Hons) Graphic Design, BA (Hons) Illustration with Animation, BA (Hons) Interactive Arts, BA (Hons) Interior Design, BA (Hons) Textiles in Practice, BA (Hons) Three Dimensional Design, UG Programmes in Art Theory and Practice</b>

## PROGRAMME SPECIFICATION

<b>0</b>	<b>Brief Overview</b>
<p><b>(i) <u>Brief Descriptive Summary</u></b></p> <p>The Programme offers the opportunity to exploit the potential of the interchange between Illustration and Animation, producing graduates who see themselves as visual communicators, at home in a wide range of professional contexts – i.e. anywhere where creative interpretation may be used as a means of visual communication. With the emphasis on the building of an individual visual language, the programme encourages and enables students to define the critical framework of their own practice.</p> <p>Students learn how the quality of their imagination, can be developed, made concrete and made public, through visual means, whether in the context of their own concepts and interests or through the communication of ideas on behalf of others.</p> <p>The programme encourages students to experiment, to be ambitious, curious and reflective.</p> <p>Additionally students can opt for the 4 year ‘with Placement Year’, ‘with Overseas Study Year’ or ‘with Placement and Overseas Study’ award comprised of either an exchange (Overseas Study) or placement year, or a combination of exchange and placement (Placement and Overseas Study) . This year will take place after two years of study at MMU, and then will be followed by a final year of Study at MMU.</p> <p><b>(ii) <u>Articulation of Graduate Prospects</u></b></p> <p>Students have gone on to study at Postgraduate level in Institutions such as The Royal College of Art, The National Film School, The Universities of Brighton, Kingston and Anglia Ruskin, Cambridge.</p> <p>Graduates have become Freelance Illustrators, Animators/ Directors, Story boarders, Designers, Print-makers, Events managers, Artist’s Book Makers and teachers.</p> <p>Graduate Employment Market Statistics from the 2009/10 survey reveal that the proportion of graduates that had secured employment or further study was 93.3%  Those in both work and further study – 25%  In further study only 15.6%</p>	

**General Information**

<b>1</b>	<b>Overarching Programme Specification Title</b>	BA (Hons) Illustration with Animation
<b>2</b>	<b>Final award(s)/title(s)</b>	BA (Hons) Illustration with Animation BA (Hons) Illustration with Animation with Placement Year BA (Hons) Illustration with Animation with Overseas Study Year BA (Hons) Illustration with Animation with Placement and Overseas Study
<b>3</b>	<b>Combined Honours Subject(s) offered through the programme specification together with associated final award(s) (where relevant)</b>	None
<b>4</b>	<b>Interim exit award(s)/title(s)</b>	CertHE in Illustration with Animation

	<i>(including Combined Honours interim exit awards)</i>	DipHE in Illustration with Animation DipHE in Illustration with Animation with Placement Year DipHE in Illustration with Animation with Overseas Study Year DipHE in Illustration with Animation with Placement and Overseas Study
5	<b>Mode(s)</b> <i>(only include duration where there is a PSRB requirement for limited duration )</i>	Full Time, 3 years
6	<b>FHEQ position of final award(s)</b>	BA Honours (Level 6)
7	<b>Awarding institution</b>	Manchester Metropolitan University
8	<b>Teaching institution(s)</b>	Manchester Metropolitan University
9	<b>Relationship with Foundation Year</b>	None

**Administrative Details**

10	<b>Home Department/ School/ Institute</b>	Manchester School of Art - Department of Design
11	<b>Home Faculty</b>	Faculty of Arts and Humanities
12	<b>UCAS code(s)</b>	W217

**Collaborative Arrangements (where relevant)**

13	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		N/A	
14	<b>Other Approved Academic Partnership(s)</b>	Partner Name	Type of Academic Partnership
		N/A	

**Approval Status**

15	<b>Date and Period of approval of most recent MMU review/ approval</b>	<p><b>(i) Latest review/approval</b> January 2013 6 years September 2013 – August 2019</p> <p><b>(ii) Major Modifications to Programme Specification</b> November 2016 – Introduction of Placement Year / Overseas Study Year / Placement and Overseas Study</p>
16	<b>Next Scheduled Review Date:</b>	2018/19
17	<b>PS/1 effective date:</b>	September 2013

**External References/Relationships**

<b>18</b>	<b>QAA Benchmark Statement(s)</b>	Art and Design
<b>19</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b> <i>(ie those which offer professional status/membership/license to practise as result of successful completion of the final award as included in the University PSRB database)</i>	N/A
<b>20</b>	<b>Date, Outcome and Period of approval of last PSRB approval(s)</b>	N/A

## Programme Information

<b>21</b>	<b>University and Programme Educational Aims</b>
<p><b>(i) <u>University Educational Aims</u></b></p> <ul style="list-style-type: none"><li>• To develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students.</li><li>• To provide a supportive and inclusive learning environment which will enable success for all learners</li><li>• To encourage the development of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes.</li><li>• To establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the University's vision and strategic objectives.</li><li>• To provide a learning experience that is informed by research, scholarship, reflective practice and engagement with industry and the professions.</li></ul> <p><b>(ii) <u>Programme Educational Aims</u></b></p> <p>The Programme aims to provide a supportive learning environment where students are encouraged and enabled to:</p> <ul style="list-style-type: none"><li>▪ Recognise themselves as illustrators and or animators capable of working in the context of visual communication practise or in related professional contexts;</li><li>▪ Develop a range of critical and creative technical and professional skills capable of supporting the development of practice up to and beyond graduation;</li><li>▪ Arrive at an individual interpretation of the discipline of Illustration and animation through observation, analysis, reflection, and conceptual development;</li><li>▪ Apply working and thinking methodologies which embrace speculation, investigation, production and reflection within a framework of aesthetic, artistic, social and ethical values, and within a culture of change;</li><li>▪ Generate ideas through critical reflection, analysis, and an awareness of relationships between intention and ambition, and production and outcome; and to show a willingness to take risks and constructively explore and exploit theoretical and practical ambiguities;</li><li>▪ Think independently, exercise judgement with integrity, and contribute to collaborative learning in visual communication;</li><li>▪ Reach an understanding of illustration and animation practice incrementally, from an initial broad-based awareness of the territory of visual communication, through to a more individual perspective, which is informed by current research and emerging positions in art and design and related areas.</li></ul>	

<b>22</b>	<b>Final Learning Outcomes</b>
<p><b><u>MMU Educational Outcomes</u></b></p> <p><b>On successful completion of their course of study MMU graduates will be able to:</b></p> <ul style="list-style-type: none"><li>• apply skills of critical analysis to real world situations within a defined range of contexts</li><li>• demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self management</li><li>• express ideas effectively and communicate information appropriately and accurately using a range of media including ICT,</li><li>• develop working relationships using teamwork and leadership skills, recognising and respecting</li></ul>	

different perspectives

- manage their professional development reflecting on progress and taking appropriate action
- find, evaluate, synthesise and use information from a variety of sources
- articulate an awareness of the social and community contexts within their disciplinary field

#### **Programme Specific Outcomes**

- Challenge, evaluate and adapt learning strategies appropriate to the realisation of personal and collective goals
- Develop and apply research strategies that identify appropriate knowledge, resources and expertise
- Debate and communicate effectively ideas and issues in an appropriate media form to a range of audiences, and evaluate and react to the outcome
- Independently manage workloads to meet deadlines
- Negotiate and manage access to and utilisation of resources required
- React, plan and adapt to changing circumstances to achieve goals
- Open-mindedly formulate informed responses to support their practise and position on issues relevant to photography
- Show critical awareness of the theories and debates that inform their personal development and the development of Illustration and Animation related practise
- Critically evaluate their own practise and development in relation to personal goals and the demands of Illustration and Animation practise
- Collaborate effectively with others in a range of academic and professional situations
- Openly engage with the unfamiliar and ambiguous in a reflective and professional manner
- Exercise judgement in the selection and use of communication and information technologies as appropriate to Illustration and Animation
- Evaluate personal strengths in relation to personal and professional development

#### **(i) Final Award Learning Outcomes**

Successful students will be able to

- Generate ideas imaginatively in response to a given or self-generated brief
- Use creative thinking and inquiry to extend and develop ideas and problem solve
- Use visual languages to investigate, analyse, interpret, develop and articulate ideas and information
- Choose, test and use materials and processes that are appropriate to the brief or individual practice
- Take ideas through to a final conclusion
- Manage the creative process from initial intentions to final outcome
- Take a resourceful approach to practice
- Comply with all health and safety requirements or guidelines

**Additional Learning Outcomes for 'with Placement Year', 'with Overseas Study Year' and 'with Placement and Overseas Study' routes:**

#### **Placement units:**

- Apply enhanced interpersonal and employability skills in a workplace situation, in order to respond appropriately to an organisation's needs and expectations
- Integrate and consolidate learning from the academic programme with the requirements of professional practice.



**Overseas Study units:**

- Use diverse cultural frames of reference, and alternate perspectives to think critically and solve problems
- Critique differences in the way their academic disciplines are viewed and practised between their host country and the UK.

**(ii) Combined Honours Learning Outcomes**

N/A

**(iii) Pass Degree Learning Outcomes**

Students who do not qualify for the award of a Bachelor's degree with honours may be eligible for the award of a Pass degree. Criteria for the award of a Pass degree are detailed within the University's [Assessment Regulations for Undergraduate Programmes of Study](#).

**23****Interim Award Learning Outcomes**

*eg for BA/BSc (Hons) – include Level 4 and 5 but **NOT** Level 6; for Level 7- PGCert & PGDip but **NOT** MA/MSc*

**DipHE in Illustration with Animation**(2nd year / Level 5)

*Successful students will be able to have attained or demonstrated an ability to*

**Knowledge and understanding**

- locate and analyse a diverse range of research material that acknowledges unconventional and experimental approaches to visual communication problems in Illustration and/or Animation
- locate and analyse a diverse range of research material that acknowledges constraints that may be encountered within Illustration and/or Animation practice (locate and analyse a diverse range of relevant research materials (knowledge and understanding)

**Conceptual development**

- formulate a variety of creative approaches in the development of visual communication ideas in Illustration and/or Animation
- formulate a variety of creative strategies in response to a given brief

**Applied practice**

- produce and present a variety of relevant outcomes in response to visual communication problems

**Critical engagement**

- analyse and evaluate their creative responses in the context of using unconventional approaches to realise their ideas
- analyse and evaluate their creative responses in the context of using specified constraints to realise their ideas
- analyse and evaluate their creative responses within the context of acknowledging a professional agenda and individual career aspirations

**Generic skills and studentship**

- develop relevant technical skills independently
- be pro-active in response to critique

- interact and negotiate with others (when appropriate) on collaborative activity

**Cert HE in Illustration with Animation**(1<sup>st</sup> year / Level 4)

*Successful students will be able to have attained or demonstrated an ability to*

**Knowledge and understanding**

- locate and analyse a diverse range of research material

**Conceptual development**

- formulate a variety of creative approaches in the development of visual communication ideas in Illustration and/or Animation
- formulate a variety of creative strategies in response to a given brief

**Applied practice**

- produce and present a variety of relevant outcomes in response to visual communication problems

**Critical engagement**

- analyse and evaluate their creative responses in the context of using specified constraints to realise their ideas
- analyse and evaluate their creative responses within the context of acknowledging the development of a personal visual language

**Generic skills and studentship**

- develop relevant technical skills independently
- be pro-active in response to critique
- interact and negotiate with others (when appropriate) on collaborative activity

<b>24</b>	<b>Teaching/Learning and Assessment Strategy</b>
<p>(i) <b><u>Curriculum Design</u></b></p> <p><b>Teaching</b></p> <p>The teaching strategy for the programme is focused on providing students with the knowledge, skills and resources to achieve the intended subject-specific and generic learning outcomes. Delivery of the taught part of the programme takes place through a range of methods including</p> <ul style="list-style-type: none"> <li>• practical workshops and demonstrations</li> <li>• supervised studio work</li> <li>• lectures, seminars and tutorials</li> </ul> <p>Project briefs are designed to challenge students' conceptual and contextual understanding of Illustration and Animation practice; to provide generic methodologies and to encourage original and individual solutions.</p> <p>Exposure to external practice is organised through visiting lecturers and speakers, field visits, and involvement in external competitions and exhibitions.</p>	

## **Learning**

Students are encouraged to develop their learning skills, and to become independent learners, through self-evaluation and reflection. Induction courses during the first stage of the programme introduce different aspects of learning, and draw attention to the Learner Development Service available from tutors, from programme material and resources, from the MMU libraries and Learner Development Service.

Year groups are organised around tutor groups and/or pathway groups in order to foster opportunities for more on-going dialogue about students' progress amongst staff and their peer group.

2nd year (Level 5) considers specific approaches to Illustration and Animation and their inherent problems. This is to encourage students to understand the strengths and weaknesses of their individual visual language and its' application in a variety of situations and, through experience, make informed choices about the focus and direction of their work in the 3<sup>rd</sup> year (Level 6).

Tutorial group discussions provide the opportunity for students to discuss their own and others' work and the learning that has taken place. Individual tutorials offer bespoke advice.

Negotiated projects allow students to develop and synthesise their creative, intellectual and practical abilities on a theme that is personal to them, and that will assist in defining individual strengths in, and approaches to, Illustration and Animation practice.

At specific points in Year 2 and throughout Year 3, Learning agreements are used to encourage and enable students to take control of their individual outputs.

Reflective journals are used to encourage students to plan, reflect upon, and evaluate their progress through all stages of the programme.

When appropriate, the programme has liaised with industry with a view to directing specific opportunities for 'real-world' project feedback and/or work experience.

### Option Units

Option units listed in the curriculum structures (section 25) are all approved for delivery, but may not all run in any one academic session.

### Student mobility

Students on this scheme will study the same curriculum as MMU home students. Where appropriate, 15 credit unit specifications have been developed to accommodate students studying at MMU for less than a full academic year. The content of the 15 credit units will be a truncated version of the existing unit.

### Placement Year / Overseas Study Year / Placement and Overseas Study

Students have the opportunity to apply for a part year International or Erasmus Exchange to partner Universities in Europe and further afield. Additionally where appropriate students have the opportunity to undertake a Placement/ Overseas Study year between L5 and L6 of the course, comprising of purely work Placement, purely Overseas Study or a combination of the two, before returning for their final year at MMU. On successful completion these students will receive the award of BA (Hons) Illustration with Animation with Placement Year, BA (Hons) Illustration with Animation with Overseas Study Year or BA (Hons) Illustration with Animation with Placement and Overseas Study.

Students undertaking the 'with Placement Year', 'with Overseas Study Year' and 'with Placement and Overseas Study' award have enhanced networking and applied learning opportunities through the

Overseas Study and Placement units. These students will develop increased experience, confidence and adaptability with a consequent increase in employability and entrepreneurship.

### **Assessment**

Formative assessment is used on completion of projects to provide opportunities for feedback and discussion on student progress with course work. Methods include self assessment/evaluation, peer assessment and tutor assessment.

Summative assessment occurs at the end of each unit where tutors formally mark and grade course work to indicate student achievement.

2nd and 3rd year marks are moderated by an external examiner before being considered by the Assessment Board.

Students receive written feedback following every summative assessment point.

The evidence on which assessment is based includes:

- portfolio presentations and /or DVDs
- sketchbooks, worksheets, preparatory work, prototypes and other relevant material
- essay, reports and other written material
- reflective journals
- learning agreement, project evaluation, self-assessment and evaluative statement

### Placement Year / Overseas Study Year / Placement and Overseas Study

Practice units for the above awards will be assessed as follows-

**Overseas Study** – these units will be assessed pass / fail by the host University as negotiated through the Learning Agreement

**Placement** – This will be assessed pass/ fail by Programme staff with reference to feedback from Placement hosts.

### Student mobility

Students following the 15 credit units must be assessed via types of assessment other than formal written examinations. Where students complete their assessment outside the standard timescale for consideration by Board of Examiners, Chair's Action will be taken to confirm the outcome of their assessment.

25	Programme Structure
(i)	<p><b><u>Engagement with the University-wide Provision</u></b></p> <p>Languages are offered to students at all levels of study.</p>
(ii)	<p><b><u>Structures, levels, credits, awards, curriculum map of all units (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</u></b></p> <p><b>OPTION UNITS</b></p> <p>Option units listed in the following curriculum structures are all approved for delivery but may not all run in any one academic session.</p>

**BA (Hons) Illustration with Animation****BA (Hons) Illustration with Animation with Placement Year****BA (Hons) Illustration with Animation with Overseas Study Year****BA (Hons) Illustration with Animation with Placement and Overseas Study****Level 4**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
1B4Z0701	Core	Introduction to Illustration with Animation	30
1B4Z0702	Core	Concepts and Strategies in Illustration with Animation	30
1B4Z9801	Core	Unit X	30
<b>Option Units</b>			
<i>Choose 1 from options listed</i>			
1G4Z9901	Option	Contextualising Practice 1 <b>OR</b>	30
1H4Z9902	Option	Contextualising Practice – 15 credits (Level 4) &	15
See Uniwide Documentation		Uniwide Language	15

<b>Optional Resit Unit</b>			
<i>(Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)</i>			
1B4Z9907	Option	Uniwide Language Alternative Assessment 1	15

On successful completion of Level 4 – interim exit award: CertHE Illustration with Animation

**Level 5**

<b>Core Units</b>			
Code	Status <i>(if applicable)ie</i> - Pre/Co-requisites - Excluded units	Unit Title	No of credits
1B5Z0702	Core	Experiment 1	30
1B5Z0701	Core	Experiment 2	30
1B5Z9801	Core	Unit X	30
<b>Option Units</b>			
<i>Choose 1 from options listed</i>			
1G5Z9901	Option	Contextualising Practice 2 <b>OR</b>	30
1G5Z9902	Option	Contextualising Practice – 15 credits (Level 5) &	15
See Uniwide		Uniwide Language	15
<b>Optional Resit Unit</b>			
<i>(Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)</i>			
1B5Z9805	Option	Uniwide Language Alternative Assessment 2	15

On successful completion of Levels 4 & 5 – interim exit award: DipHE Illustration with Animation

**Student Mobility**

*The following 15 credit unit is available for incoming students attending MMU for less than a full academic year:*

Code	Status	Unit Title	No of credits
1B5Z0703		Experiment 2 (Student Mobility)	15

Students will take one of the following: 120- Practice credit units, or combined 60 + 60 Practice credit units between Levels 5 and 6 of their programme of studies:

**Overseas Study (120 credit)**

Core Unit			
Code	Status	Unit Title	No of credits
		Overseas Study *	120

Overseas Study units will be negotiated with the individual student on the basis of units of study available at their overseas university and will be assessed on a pass/fail basis. The learning outcomes of the programme of study at the overseas university are normally closely matched to the learning outcomes of the appropriate programme of study at MMU. The exchange programme of study is organized by the Exchange Coordinator, in collaboration with MMU International staff and students.

While on exchange, supervision is provided by the overseas institution, and monitoring by the University is undertaken by the Exchange Coordinator and MMU International staff. A student is required to satisfactorily complete the 120 credit Overseas Study unit for an award title ‘with Overseas Study Year’, or the 60 credit Overseas Study unit in combination with the 60 credit Placement unit for an award title, ‘with Placement and Overseas Study’. Students are required to pass Level 5 of the route in the summer Examination Board in order to be eligible to take up Overseas Study.

\* For the 120 credit Overseas Study Unit there is a prerequisite to study the appropriate 15 credit Uniwide Language Unit at Level 5 where English (or the student’s mother tongue) is not accommodated at the host University.

**Placement (120 credit)**

Core Unit			
Code	Status	Unit Title	No of credits
		Placement	120

The work placement period will normally be not less than 36 weeks of full time placement or 18 weeks in full time placement in an organisation that provides work experience, skills application and skills acquisition appropriate to a student’s degree discipline. Placements are organised by the Placement Tutor in collaboration with students. Prerequisite workshops and tutorials supported by online resources are used to prepare for the placement and there are also sessions to provide feedback on the experience.

While on placement, supervision is provided by a designated workplace supervisor and monitoring by the University is undertaken by the Placement Tutor and other specified tutors. Placement units will be assessed on a pass/fail basis. A student is required to satisfactorily complete the 120 credit Placement unit for an award title ‘with Placement Year’, or the 60 credit Placement unit in combination with the 60 credit Overseas Study unit for an award title, ‘with Placement and Overseas Study’. Students are required to pass Level 5 of the route in the summer Examination Board in order to be eligible to take up Placement units

**Placement and Overseas Study (60 + 60 credit)**

Core Units			
Code	Status	Unit Title	No of credits
		Overseas Study	60
		Placement	60

See above for Unit rationales.

Interim exit award:

DipHE in Illustration with Animation with Placement Year

DipHE in Illustration with Animation with Overseas Study Year

DipHE in Illustration with Animation with Placement and Overseas Study

**Level 6**

Core Units			
Code	Status <i>(if applicable)</i> - Pre/Co-requisites - Excluded units	Unit Title	No of credits
1B6Z0701	Core	Illustration with Animation Authorship	60
1B6Z9801	Core	Unit X	30
Option Units			
<i>Choose 1 from options listed</i>			
1G6Z9901	Option	Contextualising Practice 3 <b>OR</b>	30
1G6Z9902 See Uniwide Documentation	Option	Contextualising Practice – 15 credits (level 6) & Uniwide Language	15 15

Optional Resit Unit			
<i>(Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)</i>			
1B6Z9913	Option	Uniwide Language Alternative Assessment 3	15

On successful completion of Level 6 – Final exit award:

**BA (Hons) Illustration with Animation**

**BA (Hons) Illustration with Animation with Placement Year**

**BA (Hons) Illustration with Animation with Overseas Study Year**

**BA (Hons) Illustration with Animation with Placement and Overseas Study**

**Unit Map : Level 4**

<b>Introduction to Illustration with Animation</b>  <i>30 credits</i>	<b>Concepts and Strategies in Illustration with Animation</b>  <i>30 credits</i>	<b>Unit X</b>  <i>30 credits</i>
<b>Contextualising Practice 1 30 credits OR</b>		
<b>Contextualising Practice – 15 credits (Level 4) &amp; Uniwide Language (30 credits)</b>		

**Unit Map : Level 5**

<b>Experiment 1</b>  <i>30 credits</i>	<b>Experiment 2</b>  <i>30 credits</i>	<b>Unit X</b>  <i>30 credits</i>
<b>Contextualising Practice 2</b> <i>30 credits</i> <b>OR</b>		
<b>Contextualising Practice – 15 credits (Level 5) &amp; Uniwide Language</b> ( <i>30 credits</i> )		

**Unit Map : Level 6**

<b>Illustration with Animation Authorship</b>  <i>60 credits</i>	<b>Unit X</b>  <i>30 credits</i>
<b>Contextualising Practice 3</b> <i>30 credits</i> <b>OR</b>	
<b>Contextualising Practice – 15 credits (Level 6) &amp; Uniwide Language</b> ( <i>30 credits</i> )	



<b>26</b>	<b>Personal Development Planning</b>
<p>In addition to learning and teaching activities other activities such as induction, assessment, contact with academic tutors and feedback creates a rhythm within the year. A cycle of preparation, learning, generation of work, reflection, assessment and feedback contributes to individual personal development planning.</p> <p>The programme conforms to the Manchester School of Art's PDP Framework, whereby PDP is viewed as a process that is embedded within the curriculum.</p> <p>PDP is located in the Contextualising Practice (CP) units at each level and is made up of three elements.</p> <p>In part one is the ongoing process of students reflecting on their development as learners and on their aspirations for their future learning and practice – often recorded through a journal/sketchbook or equivalent.</p> <p>In part two students are provided with an Individual Development Tutorial. Students will prepare themselves for this tutorial through an overarching, reflective survey of material gathered in part one, supported and guided by a set of questions that will act as prompts in the process of determining a student driven agenda for the tutorial. The number and pattern of these tutorials is at the discretion of the programme but there should be at least one for each stage offered to each student.</p> <p>The third part is the Documentation File which takes the form of a compilation of the materials produced in support of the two elements outlined above.</p>	

<b>27</b>	<b>Placement and/or Work-based Learning Activities</b>
<p>As a participating programme in Unit X at Level 5, students will have the opportunity to opt to join one of the “colleges” that offers a work based learning experience which directly contributes to assessment grades.</p> <p>The programme maintains good links with the profession. A small number of projects are developed in liaison with industry with a view to directing specific opportunities for work experience to appropriately interested students.</p> <p>The programme complies with the Institutional Code of Practice for all study activities that students conduct off-campus that are deemed to be required for successful completion of the programme's units.</p> <p>If students, as part of a learning agreement, undertake to have some contact or involvement with external organisations, risk assessments are conducted as appropriate. In these situations students will be allocated to a tutor with whom they can liaise and from whom they can seek guidance.</p> <p>The ‘with Placement Year’, ‘with Overseas Study Year’ and ‘with Placement and Overseas Study’ routes offer the opportunity for an additional full year of either work placement or overseas study or a combination of the two. These extended situations provide excellent opportunities for in depth experience and understanding of work based and alternative learning environments coupled with enhanced professional skills and personal growth.</p>	

<b>28</b>	<b>Programme Specific Admission Requirements</b>
<p>In addition to Standard University Admission Requirements:</p> <p>Candidates are required to submit an “e-portfolio” and are selected for a personal interview with their portfolio and supporting work.</p> <p>Students from the Edexcel BTEC Foundation Diploma in Art and Design may be considered for direct progression to this programme, following submission of a portfolio for scrutiny by the Foundation Team.</p>	

### **Progression for students from Manchester INTO**

Students who have successfully completed the Certificate of Achievement (International Foundation Programme in Art and Design) at Manchester INTO may apply to enter Level 4 of the BA (Hons) Illustration with Animation programme.

The grade required for successful guaranteed acceptance will be 50% average in the studio units, and 50% in the English unit (the latter being deemed to be equivalent to CEFR B2 - IELTS 6.0 or equivalent).

These progression arrangements are detailed in the formal agreement between MMU and Manchester INTO.

### **BA (Hons) Interactive Arts with Placement Year, BA (Hons) Interactive Arts with Overseas Study Year and BA (Hons) Interactive Arts with Placement and Overseas Study, 4 year routes**

Students will apply to the core 3 year programme, having been made aware of the possibility of the 4 year 'with Placement Year', 'with Overseas Study Year' and 'with Placement and Overseas Study' routes. In the course of Level 4, following appropriate introductory presentations and research, students can apply to 'transfer' to the 4 year route. Programme, Faculty and where appropriate MMU International Staff, will be involved in approval of applications. Selection will be based on level of attainment, independence and character suitability. Successful students will use Level 5 to further research the options for their Placement / Overseas Study year, applying to partner Universities and or Placement providers. Final enrolment on the 'with Placement Year', 'with Overseas Study Year' or 'with Placement and Overseas Study' awards will take place on passing Level 5 and Placement and / or Overseas Study place(s) are confirmed.

If studying 120 credits abroad on a non English (or student's mother tongue) accommodating Programme then it is expected that the student will study 15 credits of the appropriate Uniwide language at Level 5 (preferably following Level 4 Uniwide Language study).

<b>29</b>	<b>Approved Variations/Exemptions from University Regulations</b>
None	
<b>30</b>	<b>Programme Management Arrangements</b> <i>Indicate any additional responsibilities over and above those outlined in the Programme Management Section of the Academic Regulations and Procedures Handbook – in particular how any approved collaborative partner arrangements will feed into the home MMU programme management arrangements.</i>
As outlined in the <a href="#">Management of Programme Delivery</a> document:.	

<b>31</b>	<b>Staff Responsibilities</b> <i>indicate additional responsibilities over and above those outlined in the Programme Management Section of the Academic Regulations and Procedures Handbook – in particular include details of responsibilities relating to any approved collaborative partner associated with the MMU home programme.</i>
Specific roles have been identified and allocated for the management of programme delivery in line with guidance provided in the <a href="#">Management of Programme Delivery</a> document.	
To support the Placement / Overseas Study year, additional roles have been identified: Student Mobility coordinator (Exchange coordinator) Placement Tutor	

<b>32</b>	<b>Student Support Strategy</b>
Students are able to access support through a dedicated full time student support officer and the Student Hub. Students are also allocated academic tutors at the start of each year who guide them through the PDP process and offer support where needed.	

**Academic Counselling**

Students are allocated an academic tutor, who looks after their academic welfare. PDP Tutorials take place where the student's progress on the programme is discussed. Tutorials are recorded and logged in the student's file with a copy to be contained in the student's personal file. There is at least one PDP tutorial for each student per academic year.

**Pastoral Care**

Unit leaders are the main source for students' pastoral care. Normally, they are the first approached if students need advice or help with personal problems, or any other matters that may be adversely affecting their ability to undertake the degree programme. If for any reason students prefer to talk to another member of staff they are encouraged to feel free to approach them.

**Tutorials**

Tutorials are regularly carried out, either on a one to one, staff to student basis, or in a group situation. Tutorials provide a valuable opportunity for students to have an in-depth discussion on their work. The student or the relevant tutor(s) conducting the tutorial make a record of tutorials. These records are kept in the student file for reference and to assist in the recording of student progress. The student will keep a copy for their own PDP files, students may have access to their own records on request.

**Proctoring**

This describes the activity of student's informally teaching, demonstrating and exchanging information with each other. Although this is done informally, students may wish to set up their own activities such as workshops and/or study groups.

**Faculty Student Support**

If a member of the staff team cannot help, or the student wishes to talk to someone outside the programme the Faculty Student Support Officer is a first point of contact if students have any questions about studying at MMU or living in Manchester. They can advise students on a range of issues related to university life and can also signpost students to other relevant sources of information and advice around the campus and the city, as appropriate.

The following is a list of ways that the Student Support Officer can help students:

- finding their way around campus and Manchester
- managing their time
- presentation skills
- reflective journals
- research
- essay writing
- exam tips
- dealing with stress
- getting the best from their course
- anything else they would like to talk about

The Student Support Officer is available to meet with students by appointment on a one-to-one basis, in confidence, and also runs study skills workshops throughout the year. All students are introduced to the Support Officer at Induction.

**Exceptional Factors**

The University recognises that illnesses and difficult or distressing life events do occur. The University has therefore developed an exceptional factors policy so that students can make formal submission for consideration of any exceptional factors that they consider have affected their performance in assessment. Tutors or the Student Support Officer can guide students through this process where applicable.

### **Disabled Students**

Students who have a disability or a Specific Learning Difficulty, such as dyslexia, and might need support with their studies are encouraged to seek advice from the Disability Service at the earliest opportunity. The Disability Service provides a comprehensive advisory, assessment and support service to students with disabilities.

Students who find they need some extra help when faced with the demands of Higher Education will be helped by a Disability Adviser who will use medical evidence and an initial assessment to identify needs and suggest strategies which may prove helpful. The adviser will produce a Personal Learning Plan (PLP) with the student, which identifies to teaching staff his/her support needs and advises them of any reasonable adjustments they may need to make. The PLP is then sent to the Programme Leader or Administrative Officer (with the student's permission).

Once the student's needs have been assessed it may be possible to apply for Disabled Students Allowance (DSA) from the student's Local Education Authority. DSA funds can provide study related human support such as a dyslexia tutor, library assistant or (British Sign Language) BSL interpreter. They can also cover the costs of any specialist equipment or technology support the student may need. The Disability Service can advise students on this and the process for receiving support via the DSA.

### **Dyslexia Guidelines**

Dyslexia, dyspraxia, dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD), and other Specific Learning Difficulties (SpLDs) are all considered to be disabilities in the context of Higher Education, and students with any of these difficulties are eligible to apply for Disabled Students' Allowances (DSA). Students with dyslexia will need an Educational Psychologist's report carried out after the age of 16. If students only have a report carried out before they were 16, or have never had a formal assessment, they can contact the Disability Service for advice. Where students already have a full diagnostic report carried out by an Educational Psychologist when over the age of 16 they can use this as medical evidence when applying for Disabled Students Allowances.

## **33 Student Evaluation**

Students complete a unit evaluation at the end of every unit, these are then analysed and any issues included in annual monitoring and evaluation. The students also have regular opportunity to feed back into the course via the student reps and through student staff consultative meetings and programme committees.

## **34 Engagement with Employers**

The first year of the programme places most emphasis on encouraging students to develop their personal visual language and individual creative strategies.

In the 2nd year (Level 5) students begin to encounter a range of problems which generically match those that they may encounter in the professional world and they are expected to be able to place their personal practice within a more professional context. This includes engaging with the parameters of national book design or film competitions. The programme has invited a professional practitioner to set a project based on their own practice and offer feedback and, in some instances, the opportunity for a short placement or other work experience.

The Programme frequently receives requests for work and the team will pass these opportunities on to students if appropriate and relevant. Most notably, in recent years, the Animation Leader liaised with the BBC and the students produced films which were broadcast to coincide with the Labour Party Conference in Manchester.

During 3rd year (Level 6) there are opportunities for portfolio surgeries with a range of professional practitioners and for the last five years the Programme have exhibited in a London gallery, giving the students the experience of organising a show in a commercial space for an industry based audience.

The staff team maintain a dialogue with a range of potential employers and professional practitioners.

The 'with Placement Year' and 'with Placement and Overseas Study' awards gained through Placement units represent a real opportunity to develop a working relationship with employers both for the Individual student, but also for the Programme and the University. This is both a 'home' and International opportunity.

*This Programme Specification provides a concise summary of the main features of a Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education.*

## Appendix I

### RELATIONSHIP TO SUBJECT BENCHMARK STATEMENT(S)

<b>Art &amp; Design Benchmark</b> 1, Subject-specific knowledge and understanding.	<b>1st year</b> Level 4 Learning outcomes	<b>2nd year</b> Level 5 Learning outcomes	<b>3rd year</b> Level 6 Learning outcomes
<i>Students' work will be informed by the critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular ,and art and design in general.</i>			Demonstrate depth and breadth of knowledge and contextual understanding in the research, development and production of a sustained body of work (Authorship)
<i>Students' work will be informed by the artist's or designer's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co- creators.</i>			
<i>Students' work will be informed by the implications and potential for their discipline(s) presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design.</i>			
<b>Art &amp; Design Benchmark</b> 2, Subject-specific attributes and skills.			
<i>Students can demonstrate ability to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity.</i>			Identify visual communication problems appropriate to the development, refinement and exploitation of individual skills and abilities (Authorship)
<i>Students can demonstrate ability to employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation an</i>	identify and utilise appropriate research strategies and information gathering methods  generate ideas and identify appropriate and personal working methods in response to visual communication problems (Concepts and Strategies LO 1&2)	Engagement with a methodology that recognises research, exploration and experimentation within their work (Experiment 2)	

<i>Students can demonstrate ability to select, test and make appropriate use of materials, processes and environments.</i>	Develop manipulative, perceptual and technical skills in drawing, animation and reprographics (Intro to Illustration with Animation)	Have confidence in creative innovation in material and media practices. (Experiment 1)	
<i>Students can demonstrate ability to develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts.</i>	All IWA Units	All IWA Units	All IWA Units
<i>Students can demonstrate ability to manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.</i>			Produce work which explores individual innovation and creativity Through the synthesis of intention, process, context and outcome (Authorship)
<i>Students can demonstrate ability to be resourceful and entrepreneurial.</i>			
<i>Students can demonstrate ability to use visual languages to investigate, analyse, interpret, develop and articulate ideas and information.</i>	All IWA Units	All IWA Units	All IWA Units
<i>Students can demonstrate they have acquired relevant technical knowledge and practical skills, and will be able to employ materials, media, techniques, methods, technologies and tools associated with the discipline(s).</i>	Develop manipulative, perceptual and technical skills in drawing, animation and reprographics (Intro to Illustration with Animation)	Have confidence in creative innovation in material and media practices. (Experiment 1)	
<b>Art &amp; Design Benchmark</b> 3, Generic knowledge and understanding, attributes and skills.			
<i>Self-management. Students will have the ability to study independently, set goals, manage their own workloads and meet deadlines.</i>	Demonstrate commitment to study through the production of a body of work (Intro to Illustration with Animation)	Develop ongoing critical reflection and evaluation of their own practice. (Experiment 2)	Clarify their proposed approach to Illustration and/ or Animation practice within the broad remit of the subject discipline (Authorship)
<i>Self-management. Students will have the ability to anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.</i>		Experience new approaches to creative ideas, theories and content through contextual and cultural research. Have confidence in creative innovation in material and media practices. (Experiment 1 LO2&3)	
<i>Critical engagement. Students will have the ability to analyse information and experiences, formulate independent judgements, and articulate reasoned</i>	Apply information from a variety of sources concerned with professional contexts (CP)	Articulate their understanding of the cultures of illustration and/or animation. (Experiment 1)	Demonstrate depth and breadth of knowledge and contextual understanding in the research, development and production of a sustained body of work (Authorship)

<i>arguments through reflection, review and evaluation.</i>			
<i>Critical engagement. Students will have the ability to source and research relevant material, assimilating and articulating relevant findings.</i>		Engagement with a methodology that recognises research, exploration and experimentation within their work (Experiment 2)	
<i>Critical engagement. Students will have the ability to formulate reasoned responses to the critical judgements of others.</i>			Clarify their proposed approach to Illustration and/ or Animation practice within the broad remit of the subject discipline (Authorship)
<i>Critical engagement. Students will have the ability to identify personal strengths and needs, and reflect on personal development.</i>		Put strategies in place for identifying personal strengths and needs. (Directions)	
<i>Group/team working and social skills. Students will have the ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation.</i>			
<i>Skills in communication and presentation. Students will be able to articulate ideas and information comprehensibly in visual, oral and written forms.</i>			
<i>Skills in communication and presentation. Students will be able to present ideas and work to audiences in a range of situations.</i>			
<i>Skills in communication and presentation. Students will be able to use the views of others in the development or enhancement of their work.</i>			
<i>Information skills. Students will have the ability to source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.</i>	identify and utilise appropriate research strategies and information gathering methods (Concepts and Strategies)	Engagement with a methodology that recognises research, exploration and experimentation within their work (Experiment 2)	Use creative thinking, appropriate research methods and experimentation to extend and develop innovative concepts and design ideas (Practice)
<i>Information skills. Students will have the ability to select and employ communication and information technologies.</i>			



<i>Personal qualities. Students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.</i>			
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**UNIT X Benchmark Mapping Grid** - The following benchmarks can potentially be met at any of the points indicated.

<b>Art &amp; Design Benchmark</b>	<b>Level 4 Learning outcomes</b>	<b>Level 5 Learning outcomes</b>	<b>Level 6 Learning outcomes</b>
<b>1, Subject-specific knowledge and understanding.</b>			
<i>Students' work will be informed by the critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general.</i>	Unit X	Unit X	Unit X
<i>Students' work will be informed by the artist's or designer's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators.</i>	Unit X	Unit X	Unit X
<i>Students' work will be informed by the implications and potential for their discipline(s) presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design.</i>	Unit X	Unit X	Unit X
<b>2, Subject-specific attributes and skills.</b>			
<i>Students can demonstrate ability to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity.</i>	Unit X	Unit X	Unit X
<i>Students can demonstrate ability to employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.</i>	Unit X	Unit X	Unit X
<i>Students can demonstrate ability to select, test and make appropriate use of materials, processes and environments.</i>			Unit X
<i>Students can demonstrate ability to develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts.</i>			Unit X
<i>Students can demonstrate ability to manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.</i>	Unit X	Unit X	Unit X
<i>Students can demonstrate ability to be resourceful and entrepreneurial.</i>		Unit X	Unit X
<i>Students can demonstrate ability to use visual languages to investigate, analyse, interpret, develop and articulate ideas and information.</i>	Unit X	Unit X	Unit X
<i>Students can demonstrate they have acquired relevant technical knowledge and practical skills, and will be able to employ materials, media, techniques, methods, technologies and tools associated with the discipline(s).</i>			Unit X
<b>3, Generic knowledge and understanding, attributes and skills.</b>			
<i>Self-management. Students will have the ability to study independently, set goals, manage their own workloads and meet deadlines.</i>			Unit X
<i>Self-management. Students will have the ability to anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.</i>		Unit X	Unit X
<i>Critical engagement. Students will have the ability to analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation.</i>	Unit X	Unit X	Unit X
<i>Critical engagement. Students will have the ability to source and research relevant material, assimilating and articulating relevant findings.</i>			
<i>Critical engagement. Students will have the ability to formulate reasoned responses to the critical judgements of others.</i>			

<i>Critical engagement. Students will have the ability to identify personal strengths and needs, and reflect on personal development.</i>	Unit X	Unit X	Unit X
<i>Group/team working and social skills. Students will have the ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation.</i>	Unit X	Unit X	Unit X
<i>Skills in communication and presentation. Students will be able to articulate ideas and information comprehensibly in visual, oral and written forms.</i>			Unit X
<i>Skills in communication and presentation. Students will be able to present ideas and work to audiences in a range of situations.</i>	Unit X	Unit X	Unit X
<i>Skills in communication and presentation. Students will be able to use the views of others in the development or enhancement of their work.</i>	Unit X	Unit X	Unit X
<i>Information skills. Students will have the ability to source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.</i>	Unit X	Unit X	Unit X
<i>Information skills. Students will have the ability to select and employ communication and information technologies.</i>			Unit X
<i>Personal qualities. Students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.</i>	Unit X	Unit X	Unit X

## Contextualising Practice / Contextualising Practice – 15 credits Benchmark Mapping Grid

The following benchmarks can potentially be met at any of the points indicated.

Art & Design Benchmark	Level 4 Learning outcomes	Level 5 Learning outcomes	Level 6 Learning outcomes
<b>1, Subject-specific knowledge and understanding.</b>			
<i>Students' work will be informed by the critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general.</i>	CP / CPL	CP/ CPL	CP / CPL
<i>Students' work will be informed by the artist's or designer's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators.</i>			
<i>Students' work will be informed by the implications and potential for their discipline(s) presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design.</i>			
<b>2, Subject-specific attributes and skills.</b>			
<i>Students can demonstrate ability to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity.</i>			
<i>Students can demonstrate ability to employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.</i>			
<i>Students can demonstrate ability to select, test and make appropriate use of materials, processes and environments.</i>			
<i>Students can demonstrate ability to develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts.</i>	CP / CPL	CP/ CPL	CP / CPL
<i>Students can demonstrate ability to manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.</i>			
<i>Students can demonstrate ability to be resourceful and entrepreneurial.</i>	CP / CPL	CP/ CPL	CP / CPL
<i>Students can demonstrate ability to use visual languages to investigate, analyse, interpret, develop and articulate ideas and information.</i>			
<i>Students can demonstrate they have acquired relevant technical knowledge and practical skills, and will be able to employ materials, media, techniques, methods, technologies and tools associated with the discipline(s).</i>			
<b>3, Generic knowledge and understanding, attributes and skills.</b>			
<i>Self-management. Students will have the ability to study independently, set goals, manage their own workloads and meet deadlines.</i>			
<i>Self-management. Students will have the ability to anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.</i>			
<i>Critical engagement. Students will have the ability to analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation.</i>	CP / CPL	CP/ CPL	CP / CPL
<i>Critical engagement. Students will have the ability to source and research relevant material, assimilating and articulating relevant findings.</i>	CP / CPL	CP/ CPL	CP / CPL

<i>Critical engagement. Students will have the ability to formulate reasoned responses to the critical judgements of others.</i>			
<i>Critical engagement. Students will have the ability to identify personal strengths and needs, and reflect on personal development.</i>			
<i>Group/team working and social skills. Students will have the ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation.</i>			
<i>Skills in communication and presentation. Students will be able to articulate ideas and information comprehensibly in visual, oral and written forms.</i>			
<i>Skills in communication and presentation. Students will be able to present ideas and work to audiences in a range of situations.</i>			
<i>Skills in communication and presentation. Students will be able to use the views of others in the development or enhancement of their work.</i>			
<i>Information skills. Students will have the ability to source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.</i>	CP / CPL	CP/ CPL	CP / CPL
<i>Information skills. Students will have the ability to select and employ communication and information technologies.</i>	CP / CPL	CP/ CPL	CP / CPL
<i>Personal qualities. Students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.</i>			

**ASSESSMENT MAP**

Level 4 BA (Hons) Illustration with Animation		
Unit	Learning Outcome	Assessment
1B4Z0701 Introduction to Illustration with Animation 30	<p><b>LO1</b> Find starting points for visual work and to generate and develop their own visual themes and interests</p> <p><b>LO2</b> Develop manipulative, perceptual and technical skills in drawing, animation and reprographics</p> <p><b>LO3</b> Engage with learning tasks and demonstrate the rudimentary requirements</p> <p><b>LO4</b> Provide evidence of commitment to study through the production of a body of work</p>	<p><b>Portfolio</b> This final assessment work will be presented as a portfolio of work. There will be continuous feedback within tutorials.</p> <p>There are 3 formative assessments at the end of each project. Summative assessment will take place on completion of the Unit. The portfolio of work will be assessed following a crit. For each project verbal feedback will be provided during the crit and formal feedback provided after assessment.</p> <p>This unit develops students' visual vocabulary and introduces the three key disciplines around which further study is organised. .</p> <p><b>Studio projects</b></p> <p>Three practical studio projects examine the relationship between <b>Drawing, Animation and Reprographics</b> and explore information gathering strategies appropriate to the programme and the acquisition of individual visual languages which enable students to respond to a range of problems</p> <p><b>Project 1 : Drawing</b></p> <p>Using the City as a resource students are asked to respond to the theme "a sense of place" .The project introduces the practice of first hand information gathering through drawing: developed initially by guided visits and introduced to generic drawing methods, students will gradually be asked to produce responses of an individual nature</p> <p><b>Project 2 : Animation</b></p> <p>An introduction to the basic principles of experimental animation and an exploration of screen movement with the development of individual language through drawing.</p> <p><b>Project 3 : Reprographics</b></p> <p>The aim of this project is to introduce students to the broad culture of reprographics and to extend their awareness of illustrators' engagement with print processes. Students are asked to research into artists who have used print as a primary creative method, and also to look at and collect examples of the throw-away, ephemeral, world of print. They will be made aware of the print and reprographic facilities available at MMU with a view to future use. Each student will be asked to produce two finished pieces of work which should demonstrate their</p>
1B4Z0702 Concepts and Strategies in Illustration with Animation 30	<p><b>LO1</b> identify and utilise appropriate research strategies and information gathering methods</p> <p><b>LO2</b> generate ideas and identify appropriate and personal working methods in response to visual communication problems</p> <p><b>LO3</b> develop appropriate personal technical skills</p> <p><b>LO4</b> Provide evidence of commitment to study through the production of a body of work</p>	<p>The <b>Portfolio</b> is the primary element of assessment and will be handed in and assessed on completion of the unit.</p> <p>Through a series of short projects students will engage with issues such as non-verbal communication, visual wit, working sequentially and narrative.</p> <p>They can then opt to extend their practice in <u>either</u> of the following</p> <p><b>Animation/Moving Image</b></p> <p>This project deals with the translation of ideas through both drawn animation and live action video making. Students will engage with further study of narrative structure in moving image.</p> <p><b>Visual Story Telling</b></p> <p>Students will explore ideas of character development, symbolism, social commentary and the frozen moment. Using the model of a William Hogarth "Progress"</p> <p>Students will be asked to devise and depict a personal and contemporary version within a set number of images.</p> <p>The Portfolio will contain responses to each of the short projects</p> <p><b>And</b> an extended response to either of the above.</p>

Level 5 BA (Hons) Illustration with Animation		
Unit	Learning Outcome	Assessment
1B5Z0702 Experiment 1 30	<p><b>LO1</b> Articulate their understanding of the cultures of illustration and/or animation in the gathering of and response to relevant research material.</p> <p><b>LO2</b> Experience new approaches to creative ideas, theories and content through contextual and cultural research.</p> <p><b>LO3</b> Have confidence in creative innovation in material and media practices.</p> <p><b>LO4</b> Broaden their creative capabilities and identity.</p> <p><b>LO5</b> Develop the organisation of diverse skills and practices into a coherent and resolved outcome.</p>	<p>The cohort will engage in each brief in designated tutorial groups. Assessment will focus on individual practice and development in answer to the particularities of each brief. The research and experimental elements of the brief should be evident in the presentation of the final outcome. Formative assessment will take the form of presentation to the tutorial group. For Summative assessment all work from the unit will be presented in a portfolio containing support work, research, sketch books and final pieces in their appropriate media formats. The body of work should reflect the amount of time allocated to the project and should demonstrate the candidate's personal ideas, intentions and stages of development.</p>
1B5Z0701 Experiment 2 30	<p><b>LO1</b> Engagement with a methodology that recognises research, exploration and experimentation within their work</p> <p><b>LO2</b> Develop an understanding between the relationship between words, sounds, their meaning and visual interpretation</p> <p><b>LO3</b> Develop ongoing critical reflection and evaluation of their own practice.</p> <p><b>LO4</b> Provide evidence of sustained engagement, progress and care in the work.</p> <p><b>LO5</b> Recognise ambition and personal creativity in their visual practice.</p>	<p>The portfolio of work will include a learning agreement, supportive research, generation and development of ideas, exploration and experimentation with methods and media. Final presented outcomes and or DVD.</p>

Level 6 BA (Hons) Illustration with Animation		
Unit	Learning Outcome	Assessment
1B6Z0701 Illustration with Animation Authorship 60	<p><b>LO1:</b> Demonstrate depth and breadth of knowledge and contextual understanding in the research, development and production of a sustained body of work.</p> <p><b>LO2</b> Clarify their proposed approach to Illustration and/or Animation practice within the broad remit of the subject discipline.</p> <p><b>LO3</b> Identify visual communication problems appropriate to the development, refinement and exploitation of individual skills and abilities.</p> <p><b>LO4</b> Produce work, which explores individual innovation and creativity through the synthesis of intention, process context and outcome.</p>	<p>At the outset of this unit students are required to produce a learning agreement and make a short (5-10mins) presentation to all staff outlining their proposal for study. They will then be allocated to a personal tutor for the duration of the unit. Students are required to submit a portfolio of work and/or a DVD of the outcomes of the learning agreement. They will undergo a formative assessment which will be based on a review of work in progress to all staff, midway through the unit. They will submit worksheets, research, sketchbooks and supporting material which reflects an experimental approach to their practice and ideas development. They will demonstrate critical reflection and evaluation to ensure the quality of the final work presented.</p>

Assessment Mapping Grid

UNIT X Level 4, Level 5, Level 6

Unit	Learning Outcome	Elements of Assessment
<b>Level 4</b> <b>Unit X</b>	1. Generate a body of work in response to a given brief, environment or situation. 2. Demonstrate the development of personal practice. 3. Identify skills and attributes for effective collaboration. 4. Present outcomes and articulate ideas to a peer audience.	Portfolio 100%  A body of work (LO1) generated and presented (LO4) in response to the given brief which has been undertaken as part of a shared experience, (LO2) and in doing so reflects on the dynamic of interdisciplinary practice (LO3). The portfolio will contain outcomes produced in response to a project brief(s) The project(s) will be different each year and will be relevant to events happening within the Art School, the University or the City. Students will work mostly within their programme but the brief may be given to cognate groups of programmes. This will provide opportunities for students to share their experience and establish communities of practice beyond the immediate confines of their programme.
<b>Level 5</b> <b>Unit X</b> 1B5Z9801	1. Demonstrate creative responses through a body of work related to project choices 2. Evidence the ability to work within unfamiliar contexts. 3. Articulate and effect practice through collaboration. 4. Demonstrate an understanding of interdisciplinary perspectives and the professional world 5. Present outcomes to an informed audience in an appropriate form	Portfolio 100%  This unit is designed to be able to respond to external opportunities such as working with creative organisations, community partners or across Art, Design and Media programmes or within the wider context of the university. (LO2) It may include working within an external organisation for a period of time. Students will submit a portfolio of work which will meet the requirements of the learning opportunity through the development of outcomes (LO1) and the presentation of these outcomes (LO5), through effective professional collaboration, personal reflection on their practice and ethical awareness(LO3) (LO4).



<p><b>Level6</b> <b>Unit X</b> <b>1B6Z9801</b> <b>Unit X</b></p>	<ol style="list-style-type: none"> <li>1. Produce a body of work to a professional level within an identified context.</li> <li>2. Articulate a resourceful approach to personal practice.</li> <li>3. Demonstrate artistic, academic and/or professional methodology.</li> <li>4. Evidence a considered approach in the dissemination of works to an external audience.</li> </ol>	<p>Learning Agreement 100%</p> <p>A student authored final project, which builds on the knowledge, experience and ambition of work undertaken in earlier units. The agreement will express the context of the students practice and state where the project will engage with the professional world (LO1, LO2, LO3). The project will incorporate professional presentation of completed work for academic and professional audiences. (LO4). Work undertaken will conform to any relevant regulatory requirements, health and safety risk assessments and ethical guidelines.</p>
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Contextualising Practice and Contextualising Practice – 15 credits Level 4, Level 5, Level 6

Unit	Learning Outcome	Elements of Assessment
<b>Level 4</b>		
<b>Contextualising Practice 1</b> <b>1G4Z9901</b> <b>30c</b>	<ol style="list-style-type: none"> <li>1. Begin to think critically about the cultural contexts of Art/Design/Media practice.</li> <li>2. Identify and analyse information from a variety of sources concerned with cultural and critical contexts in Art/Design/Media practice.</li> <li>3. Express ideas effectively and communicate appropriately using a range of media.</li> </ol>	<ol style="list-style-type: none"> <li>1. Portfolio 35% A portfolio containing lecture notes, commentaries, photographs or other material relevant to the Professional and Employability issues addressed in the unit. Equivalent to 100 hours of student effort.</li> <li>2. Critical Analysis 65% Evaluation of significant cultural and critical aspects of the unit content. 2,000 word piece of writing or alternative submission format to be agreed with seminar tutor. All submissions to be fully referenced as appropriate and submitted to Turnitin.</li> </ol>
<b>Contextualising Practice – 15 credits (Level 4)</b> <b>1H4Z9902</b> <b>15c</b>	<ol style="list-style-type: none"> <li>1. Begin to think critically about the cultural contexts of Art/ Design/ Media practice.</li> <li>2. Identify and analyse information from a variety of sources concerned with cultural and critical contexts in Art/Design/Media practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critical Analysis 100% Evaluation of significant cultural and critical aspects of the unit content. 1,500 word piece of writing or alternative submission format (equivalent to 150 hours of student effort) to be agreed with seminar tutor. All submissions to be fully referenced as appropriate and submitted to Turnitin.</li> </ol>
<b>Level 5</b>		
<b>Contextualising Practice 2</b> <b>1G5Z9901</b> <b>30c</b>	<ol style="list-style-type: none"> <li>1. Analyse and evaluate cultural and critical contexts as relevant to your area of study.</li> <li>2. Evaluate and critique information from a variety of sources pertinent to your cultural and critical context.</li> <li>3. Express your ideas with fluency using appropriate strategies of communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Portfolio 35% Evidence of annotated lecture, seminar and research notes or other documented research on relevant contexts for practice including professional and employability issues. Inclusion of critical and reflective 1,000 word case study, or other form of critical reflection.</li> <li>2. Critical Analysis 65% Evaluation of significant cultural, critical and professional aspects of the Contextualising Practice 2 content, for synthesis through the student’s practice interests. With the potential for how this will develop at Level 6 through engagement with options available in Contextualising Practice 3.</li> </ol> <p>3,000 word piece of writing or alternative submission format to be agreed with Contextualising Practice tutor. Alternative submission formats include personal project (3,000 words equivalent) or presentation by the student. All formats will be Critical Analyses and will be assessed to the same Learning Outcomes and Assessment Criteria. All submissions to be fully referenced as appropriate and submitted to Turnitin.</p>

<p><b>Contextualising Practice – 15 credits (Level 5) 1G5Z9902 15c</b></p>	<ol style="list-style-type: none"> <li>1. Analyse and evaluate cultural and critical contexts as relevant to your area of study.</li> <li>2. Evaluate and critique information from a variety of sources pertinent to your cultural and critical context.</li> <li>3. Express your ideas with fluency using appropriate strategies of communication.</li> </ol>	<p>1. Case Study 35% Evidence of annotated lecture, seminar and research notes or other documented research on relevant contexts for practice including professional and employability issues. Inclusion of critical and reflective 500 word case study or equivalent form of critical reflection.</p> <hr/> <p>2. Critical Analysis 65% Evaluation of significant cultural, critical and professional aspects of the Contextualising Practice 2 content, for synthesis through the student’s practice interests. With the potential for how this will develop at Level 6 through engagement with options available in Contextualising Practice 3.</p> <p>1,500 word piece of writing or alternative submission format to be agreed with Contextualising Practice tutor. Alternative submission formats include personal project (1,500 words or equivalent) or presentation by the student. All formats will be Critical Analyses and will be assessed to the same Learning Outcomes and Assessment Criteria. All submissions to be fully referenced as appropriate and submitted to Turnitin.</p>
<b>Level 6</b>		
<p><b>Contextualising Practice 3 1G6Z9901 30c</b></p>	<ol style="list-style-type: none"> <li>1. Develop a research question based on a variety of primary and secondary sources as pertinent to your area of practice.</li> <li>2. Reflect, evaluate and synthesise cultural and critical contexts as relevant to your area of practice.</li> <li>3. Communicate fluently and with confidence a well informed and articulate position in relation to your area of practice.</li> </ol>	<p>1. Annotated Presentation 35% A presentation using appropriate media and format that shows evidence of documented research on relevant contexts for practice including professional and employability issues, relevant to the student's own practice. A minimum 500 word summary of the accompanying research and tutorial notes as appropriate.</p> <hr/> <p>2. Critical Analysis 65% A 5,000-6,000 word Extended Essay or alternative submission format to be agreed with your Contextualising Practice tutor. Alternative submission formats may include a personal or external project (5,000-6,000 words or equivalent 200 hours student effort) or a presentation based assessment. All formats will be critical analyses and will be assessed to the same Learning Outcomes and Assessment Criteria.</p>

<p><b>Contextualising Practice – 15 credits (Level 6)</b> <b>1G6Z9902</b> <b>15c</b></p>	<ol style="list-style-type: none"> <li>1. Develop a research question based on a variety of primary and secondary sources as pertinent to your area of practice.</li> <li>2. Reflect, evaluate and synthesise cultural and critical contexts as relevant to your area of practice</li> <li>3. Communicate fluently and with confidence a well informed and articulate position in relation to your area of practice</li> </ol>	<p><b>1. Annotated Presentation 35%</b> A presentation using appropriate media and format that shows evidence of documented research on relevant contexts for practice including professional and employability issues relevant to student’s own practice. 500 word summary of the accompanying research and tutorial notes as appropriate.</p> <p><b>2. Critical Analysis 65%</b> A 2,500-3,000 word Extended Essay or alternative submission format to be agreed with your Contextualising Practice tutor. Alternative submission formats may include a personal or external project (2,500-3,000 words or equivalent 100 hours student effort) or a presentation based assessment. All formats will be critical analyses and will be assessed to the same Learning Outcomes and Assessment Criteria.</p>
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Appendix III

**EMPLOYABILITY AND SUSTAINABILITY MAP**

Unit  ⇒	Intro to Illustration with Animation	Concepts and Strategies	Experiment 1	Experiment 2	Authorship
ESO  ⇓					
<b>Analyse real world situations critically</b>				*	*
<b>Demonstrate professional and ethical awareness</b>					*
<b>Communicate effectively using a range of media</b>	*	*	*	*	*
<b>Apply teamwork and leadership skills</b>					
<b>Manage own professional development effectively</b>	*	*	*	*	*
<b>Find evaluate and synthesise information</b>	*	*	*	*	*
<b>Work within social, environmental and community contexts</b>					
<b>Use systems and scenario thinking</b>		*			
<b>Engage with stakeholder and interdisciplinary perspectives</b>					

Unit									
⇒									
ESO									
⇓	Unit x (Level 4)	Unit x (Level 5)	Unit x (Level 6)	Contextualising Practice (Level 4)	Contextualising Practice – 15 credits (Level 4)	Contextualising Practice (Level 5)	Contextualising Practice – 15 credits (Level 5)	Contextualising Practice (Level 6)	Contextualising Practice – 15 credits (Level 6)
Analyse real world situations critically				*	*	*	*	*	*
Demonstrate professional and ethical awareness		*	*	*	*	*	*	*	*
Communicate effectively using a range of media				*	*	*	*	*	*
Apply teamwork and leadership skills	*	*							
Manage own professional development effectively			*					*	*
Find evaluate and synthesise information				*	*	*	*	*	*
Work within social, environmental and community contexts		*							
Use systems and scenario thinking									
Engage with stakeholder and interdisciplinary perspectives	*								

## APPENDIX IV

### Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

FAQSC Reference (or PARM ref for Major Modifications requiring strategic approval)	Programme Specification Title (specify award titles/routes affected by change)	Brief Outline of Minor Modification/ Major Modification (Minor - include level & title of units & a brief description of modification) (Major - include details of change such as new routes, pathways etc)	Date of FAQSC Approval (or PARM event)	Approval effective from:	Details of cohort of students who will be affected by the modification (eg students entering Level 5 wef September 2014 onward)
	BA (Hons) Illustration with Animation	Authorship (Level 6) – change of assessment weightings from 40%/60% to 20%/80%.	6 May 2015	Sept 2015	Level 6 students wef Sept 2015
PARM/16/036 & 36a	BA (Hons) Interactive Arts BA (Hons) Fine Art UG Programmes in Art Theory & Practice BA (Hons) Fashion BA (Hons) Fashion Art Direction BA (Hons) Graphic Design BA (Hons) Illustration with Animation BA (Hons) Interior Design BA (Hons) Textiles in Practice BA (Hons) Three Dimensional Design	Introduction of a Placement Year / Overseas Study Year / Placement and Overseas Study – 120 practice credits Options include: 120 credits Overseas Study 120 credits Placement 60 credits Overseas Study & 60 credits Placement	9 November 2016	September 2017	Level 4 students wef September 2017

## Approved Modifications to Programme Specification since Approval/Last Review – SCHOOL-WIDE UNITS

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

FAQSC Reference (or PARM ref for Major Modifications requiring strategic approval)	Programme Specification Title (specify award titles/routes affected by change)	Brief Outline of Minor Modification/ Major Modification (Minor - include level & title of units & a brief description of modification) (Major - include details of change such as new routes, pathways etc)	Date of FAQSC Approval (or PARM event)	Approval effective from:	Details of cohort of students who will be affected by the modification (eg students entering Level 5 wef September 2014 onward)
	Contextualising Practice with Language 1	Change to assessment strategy: change from 2 elements of assessment (65%/35%) to 1 element of assessment (100%)	7 May 2014	Sept 2014	Students entering Level 4 wef September 2014 onwards
	Contextualising Practice 1, 2 and 3; Contextualising Practice with Language 1, 2 and 3	Amendment to learning outcomes of all units	6 May 2015	Sept 2015	All students wef September 2015
	Unit X (all levels)	Amendment to learning outcomes and assessment descriptions of all units	6 May 2015	Sept 2015	All students wef September 2015
	Contextualising Practice 2	Amendment to learning outcome 1	23 February 2016	Sept 2016	All level 5 student wef September 2016
	Contextualising Practice with Language 1, 2 and 3	Introduction of Uniwide Language alternative assessment 15 credit units to help retrieve fails for those students who were unsuccessful in the Uniwide Language assessment – if deemed appropriate	8 June 2016	July 2016	All students wef July 2016
	Contextualising Practice 3 / Contextualising Practice with Language 3	Amendment to assessment description and word count	14 June 2017	Sept 2017	All level 6 students wef September 2017
	Contextualising Practice with Language 1, 2 and 3	Amendment of unit titles to: Contextualising Practice – 15 credits (Level 4) Contextualising Practice – 15 credits (Level 5) Contextualising Practice – 15 credits (Level 6)	Approved by FAQSC Chair's Action 12/09/2017	Sept 2017	All students wef Sept 2017