



Faculty of Arts and Humanities

Manchester School of Art

BA (Hons) 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.

1	Date of initial Approval or last review:	12 November 2014
2	Effective date of Approved/Reviewed Programme Specification:	1 September 2015 – 31 August 2021
3	This Version effective from:	September 2018
4	Version number:	2015/Version 4

Cross Referencing of Programme Specifications

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

School-wide Units

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

Unit	Home Programme Specification	Also located in the following Programme Specifications
Contextualising Practice 1G4Z9901 1G5Z9901 1G6Z9901	UG Programmes in Art Theory and Practice	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
Contextualising Practice – 15 credits 1H4Z9902 1G5Z9902 1G6Z9902	UG Programmes in Art Theory and Practice	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
Unit X 1B4Z9801 1B5Z9801 1B6Z9801	BA (Hons) Three Dimensional Design	BA (Hons) Animation – LEVELS 4 & 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

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Overarching Programme Specification Title	
		BA (Hons) Animation
2	Brief Summary	
		Taught by professional animators, this course will provide you with a solid understanding of animation production. Recognised as one of the largest media hubs in Europe, Manchester is a vibrant city with a wealth of opportunities to connect with the animation sector. Through the course, you will learn cutting edge computer animation and the underlying principles of motion, performance and expression. The course focuses on the art, motion and storytelling fundamentals that are at the heart of all animation, irrespective of technique.
3	Awarding institution	Manchester Metropolitan University
4	Home Faculty	Faculty of Arts and Humanities Manchester School of Art
5	Home Department/ School/ Institute	Media
6	UCAS/GTTR code(s)	D367
7	Framework for HE Qualifications position of final award(s)	Honours (Level 6)
		http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx
8	Alignment with University Curriculum Framework	Undergraduate
		http://www.mmu.ac.uk/academic/casqe/regulations/curriculum-frameworks.php
9	Engagement with the University-wide Provision	All of the provision within this programme specification includes opportunities to engage with

		Uniwide language provision.
10	Compliance with University Assessment Regulations http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php	Undergraduate
11	Approved Variations/Exemptions from University Assessment Regulations http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php	N/A
12	Relationship with Faculty Foundation Year	N/A

Awards

13	Final award title(s)	BA Hons Animation	
14	Combined Honours	There is no Combined Honours provision within this programme specification	
14a	<p>(i) Combined Honours Awards available eg:</p> <ul style="list-style-type: none"> • BSc/BA (Hons) AB • BSc/BA (Hons) AB and XY • BSc/BA (Hons) AB with XY <p>(ii) Single Honours Awards available through Combined Honours (ie Named Awards)</p> <p>(iii) Approved Subject Combinations administered by this Programme Specification (ie "home" combinations)</p>	N/A	
14b	Approved Subject Combination administered by other Programme Specifications	Approved Combination	Home Programme Specification & Home Dept
		N/A	
15	Interim exit awards and Subject title(s)	CertHE Animation DipHE Animation	

Arrangements with Partners

16	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
17	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

18	PSRB(s) associated with final award of any route within the programme specification	Although not a PSRB with regulatory requirements, the programme will have Creative Skillset accreditation upon graduation of the first cohort (2018)
19	Date and outcome of last PSRB approval/accreditation	N/A

Approval Status

20	Date and Period of Approval of most recent MMU review/ approval	<p>(i) <u>Latest review/approval</u> November 2014 6 years September 2015 – August 2021</p> <p>(ii) <u>Major Modifications to Programme Specification since last review/approval</u></p>
21	Next Scheduled Review Date:	2020/2021
22		

SECTION B - OUTCOMES

23	MMU Graduate Outcomes
<p>On successful completion of their course of study MMU graduates will be able to:</p> <ul style="list-style-type: none"> GO1. apply skills of critical analysis to real world situations within a defined range of contexts; GO2. demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management; GO3. express ideas effectively and communicate information appropriately and accurately using a range of media including ICT; GO4. develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives; GO5. manage their professional development reflecting on progress and taking appropriate action; GO6. find, evaluate, synthesise and use information from a variety of sources; GO7. articulate an awareness of the social and community contexts within their disciplinary field. <p><i>NB the above align to the Employability outcomes on the unit specifications</i></p>	
24	Programme Rationale
<p>The proposed full-time BA Animation course builds on Manchester’s reputation as a centre for animation arising from the MediaCity development, to create a programme that is closely aligned with the needs of the animation industry, whilst also promoting the School of Art’s ethos of creativity and experimentation. Students will be taught the fundamentals of motion and expression, narrative, cinematography, character design, storyboarding, editing and sound design with industry focussed technologies and professional input from regional animation companies. Students will also be challenged to push the existing boundaries of the animated moving image in a range of contexts, both within the field of production and exhibition. An emphasis on teamwork and professional studio simulation is also critical in the design of the programme to produce employable graduates who are creative self- motivated problem solvers, who are highly professional.</p>	
25	QAA Benchmark Statement(s)
<p>QAA Benchmark Statements</p> <ul style="list-style-type: none"> • Communications, Media, Film and Cultural Studies. This benchmark statement will take priority in the design of the units designed specifically for the programme. • Art and Design This benchmark statement has been scrutinised for applicable outcomes, but for the programme, and there are a number of duplicated themes also found in the Communication, Media, Film and Cultural Studies, which provides the benchmark statements for the subject specific units of the programme. However Unit X (level 4 and 5) 	

and Contextualising Practice (units level 4-6) refer to the benchmark statements outlined in Art and Design.

26 **Programme Specific Outcomes**

(a) **Final Award Learning Outcomes**

On successful completion of BA Animation students will be able to:

PLO1. Develop, pitch and produce animation that demonstrates critically informed knowledge of the principles, methodologies and technologies used in Animation Production

PLO2. Demonstrate a critically informed knowledge of the history, theory and practice of animation as a specialist discipline.

PLO3. Use a variety of key communication skills required for effective practice in industry and demonstrate informed knowledge of how animation industries manage their workflows.

PLO4. Develop an appropriate range of specialist skills within their practice that also demonstrates a diligent work ethic.

PLO5. Reflect on their development, with reference to academic and/or professional issues, debates and conventions.

PLO6. Apply audio, visual, aesthetic and verbal conventions through which sound, images and words make meaning through storytelling and cinematography.

PLO7. Adopt a creative and experimental methodology in their approach to animation practice, to challenge existing forms, formats and conventions.

(b) **Combined Honours Learning Outcomes**

N/A

(c) **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](#).

27 **Interim Award Learning Outcomes**

On successful completion of a level 4 Certificate HE Animation students will be able to:

PLO1. produce animation that demonstrates basic knowledge of the principles, methodologies

and technologies used in Animation Production

PLO2. Demonstrate a basic knowledge of the history, theory and practice of animation.

PLO3. Use a variety of basic communication skills required for effective practice in industry and demonstrate basic knowledge of how animation industries manage their workflows.

PLO4. Demonstrate some awareness of appropriate specialist skills in their practice that also establishes adequate approaches to their work ethic.

PLO5. Document their own development, with reference to some academic and/or professional issues, debates and conventions.

PLO6. Outline knowledge of basic audio, visual, aesthetic and verbal conventions through which sound, images and words make meaning through storytelling and cinematography.

PLO7. Evidence a creative and experimental methodology in their approach to animation practice, and demonstrate a basic understanding of existing forms, formats and conventions.

On successful completion of a level 5 Diploma HE Animation students will be able to:

PLO1. Develop and produce animation that demonstrates informed knowledge of the principles, methodologies and technologies used in Animation Production

PLO2. Demonstrate an informed knowledge of the history, theory and practice of animation as a specialist discipline.

PLO3. Use a variety of communication skills required for effective practice in industry and demonstrate knowledge of how animation industries manage their workflows.

PLO4. Develop a number of appropriate specialist skills in their practice that also establishes proficient approaches to their work ethic.

PLO5. Demonstrate some reflection on their development, with reference to academic and/or professional issues, debates and conventions.

PLO6. Explain and apply basic audio, visual, aesthetic and verbal conventions through which sound, images and words make meaning through storytelling and cinematography.

PLO7. Demonstrate a creative and experimental methodology in their approach to animation practice, and demonstrate an understanding of existing forms, formats and conventions.

SECTION C – STRUCTURE

28	Structures, modes of delivery (eg FT/PT/DL etc), 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
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OPTION UNITS

Option units listed in the following curriculum structures are all approved for delivery but may not all run in any one academic session.

BA Hons Animation (Full Time)

Level 4

Core Units				
Code	Occ	Status	Unit Title	No of credits
1H4Z1801			Animation Principles	30
1H4Z1802			Visual Narrative	30
1B4Z9801			Unit X	30
Option Units				
<i>Choose 1 from options listed</i>				
1G4Z9901			Contextualising Practice 1 OR	30
1H4Z9902			Contextualising Practice - 15 credits (Level 4) &	15
See Uniwide Documentation			Uniwide Language	15

Optional Resit Unit				
<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 Animation

Level 5

Core Units				
Code	Occ	Status	Unit Title	No of credits
1H5Z1801			Animation Process and Practice	30
1H5Z1802			Post Production for Animation	30
1B5Z9801			Unit X	30
Option Units				
<i>Choose 1 from options listed</i>				
1G5Z9901			Contextualising Practice 2 OR	30

1G5Z9902			Contextualising Practice - 15 credits (Level 5) & Uniwide Language	15
See Uniwide Documentation				15

Optional Resit Unit

(Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)

1B5Z9805		Option	Uniwide Language Alternative Assessment 2	15
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On successful completion of Levels 4 & 5 – interim exit award: DipHE Animation

Student Mobility

Students on this scheme will study the same curriculum as MMU home students.

Level 6

Core Units				
Code	Occ	Status	Unit Title	No of credits
1H6Z1801			Animation Development	30
1H6Z1802			Major Animation	60
Option Units				
<i>Choose 1 from options listed</i>				
1G6Z9901			Contextualising Practice 3 OR	30
1G6Z9902			Contextualising Practice - 15 credits (Level 6) & Uniwide Language	15
See Uniwide Documentation				15

Optional Resit Unit

(Can be offered to students in place of a resit in Uniwide Language if deemed appropriate)

1B6Z9913		Option	Uniwide Language Alternative Assessment 3	15
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On successful completion of Level 6 – Final exit award: BA Hons Animation

SECTION D - TEACHING, LEARNING AND ASSESSMENT

29 Articulation of Graduate Prospects

Manchester has a growing creative sector, with a direct impact on studios creating animated content and as a consequence skilled talent in animation is necessary, not only for the well-established and high-profile children's animation programming, but also for the growing number of agencies that produce high-end animated content for gaming, marketing/advertising, e-learning, publishing, visual effects, augmented reality, architectural visualisation, app development, prototyping, etc. There is a current demand in Manchester for this type of talent, which makes MMU's focus on future animation so timely and exciting.

There has been a long history of animators coming from MMU and the School of Art, notably Brian Cosgrove and Mark Hall, who met at the School in the 1950s and subsequently created Cosgrove Hall which for a number of year was the largest animation company in Europe. Partly as a result of the talented animators who graduated from that company and started their own companies in the region, and partly because of the MediaCity development and the move of the BBC Children's department to Manchester, the region has become a centre for the industry.

The new animation course at MMU will address the skills required for these new agencies and produce graduates with a highly creative and professional work ethic, either ready for the workplace or further academic study, aware of the progression opportunities in the ever changing global creative and animation industries.

Incoming students will be recruited from a number of creative disciplines and backgrounds including BTEC Diplomas, Foundation Courses and A Levels. International students and mature students with equivalent qualifications will also be encouraged to apply. A pre-requisite knowledge of animation is not essential, but students will be expected to demonstrate a certain standard of drawing, and a portfolio of work (in any media) that indicates potential creativity appropriate for the study of animation. Despite the prevalent use of technology and software in the course, applicants will not need any prior experience of using creative software applications.

The programme team has a great deal of experience working in the industry, bringing connections and contacts to the course, and continue to work in production. These connections will feed important information of employer requirements and industry trends to the course development. It is anticipated, as the course grows, to bring in specialist speakers and tutors to ensure current trends and practices are observed and understood by the students. The programme leaders full credits and credentials can be found in the appendix

Steering Group

The group, made up of key members of the animation community in Manchester will meet once a year and will be given regular updates on the progress of the course. The main aim of the group is to advise the course team on the direction and content of the course.

The animation programme aims to be at the centre of the animation community in Manchester by developing contacts, supporting studios and individual animators. Regular screenings and events hosted by the animation course will help to gel networks and provide opportunities for employers,

students and freelance animation artists. One such event, 'Manimation' is an initiative set up by the Children's Media Conference and MIDAS to host an annual event for animators, visual effects artists and digital innovators in Manchester. The programme leader is currently helping to organise the event for November 2014, and will include a key note address, talks, workshops and a networking event.

Therefore, in order to maximise the course distinctiveness and graduate prospects, the course will capitalise on its unique position within Manchester, retain the School's reputation for creativity and experimentation, but give graduates a clear industry focus both in terms of digital technologies and a professional outlook, which will prepare them for participation in the industry on graduation.

The course team will consult industry through the steering group and will tap into Manchester's rich source of talent to assist in delivering teaching, masterclasses and professional practice sessions. Projects will focus on the specialist skills needed to create animated films, with industry standard software such as Maya, ToonBoom, Stop Motion Pro, Celaction, and Nuke. Industry visits and placements will give an insight into commissioning and producing skills.

It is anticipated that there will be a wide range of graduate destinations and career opportunities available to graduates from this course. These include working in Television, Games, Film, New Media and Games, Entertainment, Performance, Corporate Video, Visual Effects, Advertising, Marketing and Licensing, Post Graduate Education, Research and Teaching.

Typical graduate jobs include;

Animator (CGI, 2D or Stop Motion)
Producer, Production Assistant
Character Designer
Background/Environment Artist
3D Modeller
Technical Director
Storyboard Artist
Visual Effects Artist (Entry Level)
Layout/Scene Planner
Art Director/Production Designer
Set Designer
Puppet Maker
Director of Photography
Texture Artist
Sound Designer
Editor

30	Curriculum Design
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The design of the course implements the end goals of employability but ensures that students' creative development is nurtured in line with the School ethos. The contextualising practice units are organised under the School's Contextual and Professional Contextual framework, which runs throughout the three years. There is also a strong emphasis on

interdisciplinary learning through the Unit X module which fosters collaborative team based projects with an external focus in a cross School unit at level 4 and 5. All other units are delivered by the programme team.

Level 4 of the programme has an emphasis on creative enquiry and knowledge acquisition, where students focus on experimenting with animation techniques, practicing basic animation principles and digital skills. Additionally students will be introduced to key concepts in film language, narrative structure, design, motion theory and team working. Live briefs will be introduced in term 1 to start students thinking about working to a set brief.

Level 5 focusses on individual student creative development, where the opportunity is given to students to nurture their talents within a given specialism, in order to prepare them for creative collaborations at level 6 and in their future careers as animators. This level also develops the student's skills and concepts within digital technologies in order to advance the understanding of animation processes and terminology.

Level 6 is a simulated production experience where students are required to manage their own time and creativity to develop and pitch an idea for an animated project, with a specific audience in mind, to a panel of industry professionals. The strongest ideas will be selected to be developed to a full production, under supervision of the programme team and visiting professionals. Teamwork is a critical factor at this level, further developing creative and project management skills and a summation of the creative concepts and skills learned in levels 4 and 5. In addition to advanced technical skill workshops students are given guidance in developing their own professional practice, and mentored to producing their own digital portfolio to ensure maximum impact when seeking employment.

In developing the course, the programme team has consulted a number of industry contacts to ensure the topics taught meet industry expectations. The animation programme steering committee will convene at least once a year, but it is anticipated that the programme team will have regular contact with industry professionals in order to maintain industry standards.

Option Units

Option units listed in the curriculum structures (section C28 above) 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.

31	Learning and Teaching
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MMU's **Strategy for Learning, Teaching and Assessment** has been implemented in the programme design, and its six core principles are referenced throughout this section.

Students enrolling on this course are not expected to have had any previous practical animation experience, although the subject is now offered by many schools and colleges. The course will provide a primarily practice based learning environment utilising studio based learning.

Progression and 'Levelness'

Progression through the course will place an increasing emphasis on self directed learning in the teaching methods used through learning processes including awareness and knowledge acquisition, conceptual, contextual and critical understanding, practical experience and critical reflection.

Students will be encouraged to make explicit links between the Contextualising Practice unit and their own work, particularly in their assessed reflective work. Most practical projects will be accompanied by a reflective element, encouraging the students to think both critically and contextually about their work.

The course design has embedded these strategies from the start. Its underpinning philosophy is 'learning by doing', a highly practical pedagogy that stresses hands-on training in state-of-the-art studio environments. The overarching objective is to enable students to acquire the knowledge and skills they need to be able to graduate with a degree and, in parallel, aims to build the employability and enterprise skills that will empower them to pursue careers in animation and related spheres. In particular, studio-based teaching, group projects and simulated workplace style assessments allow learner empowerment and produce active engagement and inspirational learning.

The primary focus of delivery to students will be face-to-face using a range of methods including lectures, seminars, workshops, tutorials and in workplace simulation sessions. Each student will have individual guidance and nurturing throughout the course to ensure that their key skills and interests are developed. There will also be online discussions through the use of Moodle and social media tools. The use of guest speakers will embed an industry focus to the course to enhance students' employability awareness and skills. There is long experience in the School of industry guests acting as informal mentors in practical sessions and this leading to active engagement and inspirational learning. These learning activities will enhance the student's broader understanding and knowledge within the current production practices of animation developing the student's capacity to critically evaluate animation and animation issues from a variety of perspectives, including socio-cultural, scientific, historical, ethical and legal.

Some practical units may spread the contact hours across terms to allow for inter-term work while others might present 'short and fat' delivery to allow for more detailed study over a shorter period of time. This flexibility will allow for project work, field trips and workplace simulation exercises.

In practical assignments there will be a requirement for students to work on industry-facing projects (both individual and group assignments) that are relevant to animation. As part of enhancing students' employability skills, some assessments will require group working to embed important values of adaptability and flexibility. This is a key component of the course philosophy.

For example, in the level 5 unit 'Animation Process and Practice' the teaching will assess how students can devise and develop an animation project. They will learn employer protocols and be able to make decisions on how their work might be received by a range of audiences. They will also be able to research issues, create storyboards and digitally edit their work and able to contextualise their skills within the wider industry context. With each practical project of this type, learner empowerment is a key component. During the course, students build on their knowledge and skills and learn how to reflect and progress through each stage of their learning. All practical projects include a reflective element (such as self-critical logs, programme critiques, deconstruction of concepts and written work-based studies) in the form of a blog, to allow

students to consider their projects in context. This also helps them to engage in critical thinking and allow their confidence to grow as they progress from unit to unit.

In the final year, students will develop and pitch ideas for a major animation project, employing the skills learned from previous years/units, and will be given feedback from an invited industry panel, and only if the project is deemed feasible and strong enough, will it be 'commissioned' and given the 'green light'. This gives the students an authentic and professional creative experience and will enhance their experience as a student on the course.

Self-Directed Learning

In line with the emphasis on self directed learning, students are expected to study independently for the remaining time outside 'class contact' hours and in the case of practical assignments, will be expected to work on projects autonomously, but with technical support from technical staff and tutors. Students will also have access, and be encouraged to fully utilise assets and information on the VLE and will have free access to Lynda.com, the online training and software tutorial portal. In addition, students will learn about health and safety issues and be guided through risk assessment processes that are relevant with the project work they are required to undertake.

Students will be expected to attend all their timetabled sessions and in order to get the most out of certain seminars, will be asked to prepare by reading set texts, journals and online resources if necessary, but also by systematic monitoring of current contemporary animation practice which is relevant to their own practice. Students will also be expected to present their work to tutors and peers on a regular basis to develop the student's ability to pitch and communicate ideas as well as respond to criticism and feedback. Students who do not present work in these seminars will risk missing out on vital formative critique.

As part of MMUs commitment to academic support outlined in the learning and teaching strategy, students will be offered regular academic support through personalised and individual tutorials to ensure good progression, confidence and success.

Teaching Staff

All the animation tutors are experienced lecturers with extensive industry backgrounds, up to date understanding of the fast changing industry and extensive contacts. All have attained (or are in the process of acquiring) the required post-graduate teaching certificates, which are recognised by the Higher Education Academy and the majority, are Fellows of the HEA. In addition, most tutors are research-active and many have a number of publications. All staff are actively engaged in scholarly activities which are both academically and industry facing and this enhances the teaching and learning philosophy of the course. Staff will be encouraged to be lifelong learners, fully engaged with their own professional development to ensure teaching excellence, an important principle of the MMU learning and teaching strategy.

Technical Support

Technical support and demonstrations will be provided by the School's technical team who will provide information on the various software packages required by the students. The technical team will also provide assistance to students with any technical issues relating to the software tools.

Hardware support will be provided by either the university IT services department (networking, systems and hardware issues) or by the MAC support team.

Feedback

Throughout the course, students will be engaged in regular feedback with staff, guests and peers. The open studio philosophy will encourage the good practice of critical debate between staff and students. Summative feedback will also be given at the end of each assessment. Course evaluation will be ongoing and feedback from students via the course reps and course committee will be reviewed and acted upon and as an important principle for MMUs teaching and learning strategy. The programmes will be fully responsive to quality enhancement procedures throughout the student lifecycle.

Studio Space

In line with one of the key principles of MMUs learning and teaching strategy, a learning environment will be conducive to creative excellence and the student experience. Part of this environment will be the physical space to inspire students and a new animation studio space will be created for the course, offering resources and software commonly used in the industry (i.e. Nuke, Maya, ToonBoom, Adobe) that will enable students to produce work to the highest quality. Another important part of the student experience is to offer live briefs, giving students the experience of working for external clients, enabling students to understand the importance of meeting deadlines and working to brief, as well as other skills such as pitching and communication skills. Students will be encouraged to work in the university studio spaces (and not at home) to build on collaboration, teamwork and communication, and an area will be available for project meetings and briefings. The animation studio environment itself will have a creative feel and students will be encouraged to take ownership of the space, with spaces to display work and out of hours access. This will all help to develop essential transferable skills, so often required by potential employers.

Collaborations- Internal and External

The nature of animation is very interdisciplinary, and there will be opportunities for students to work with and collaborate with students from other courses, not only in the Media Department, but also across the university, and the wider community as a whole, particularly within the Unit X module that all Art School students are required to do. One example would be to work with a broadcaster such as CITV to provide short animated interstitials, which could involve a collaboration between animation, interior design and fine art students, and another example could be a collaborative project with students from an international institution. The team is currently exploring partnerships with animation courses in China, Singapore and Canada. These activities not only provide a varied learning experience for students, they can also lead to international employment opportunities. MMUs commitment to providing an innovative, flexible, enterprising and internationalised curriculum as stated in the learning and teaching strategy is reflected in the curriculum design and through activities such as Unit X.

Field Trips

Students will also have opportunities for field trips during the course, including studio visits, and additional activities at a nominal cost to the student to conferences and festivals that feature animation such as, BAF (Bradford Animation Festival) or the Annecy International Animation Festival.

Student mobility

Students on this scheme will study the same curriculum as MMU home students.

The assessment strategy and methods will be diverse because of the wide range of knowledge and skills being developed on the course; to enhance student learning; and take account of different learning styles.

Assessment methods employed in the programme;

Thinking critically and making judgements

Will be assessed through the completion of essays and reports in theory based units, whilst practice led units will utilise verbal discussion in seminars and the use of a blog as a reflective journal.

Solving problems and developing plan

Identifying problems, posing problems, defining problems, reviewing, planning, and applying information will be assessed through the use of group work and working to given briefs.

Performing procedures and demonstrating techniques

To demonstrate the student's competence in using equipment, software, techniques, technology and tools, all of the practice units will contain practical projects which demand the extensive understanding and use of procedures and techniques.

Managing and developing oneself

Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organising will be assessed through the completion of projects (both group and individual) and portfolios.

Demonstrating knowledge and understanding

Recalling, describing, reporting, recounting, recognising, identifying, relating and interrelating will be evidenced through critiques, blogs and class presentations/discussions.

Designing and creating

Imagining, visualising, designing, producing, creating and innovating will be assessed through the presentation of portfolios, presentations and practical projects.

Communicating

One and two-way communication; communication within a group, verbal, written and non-verbal communication. Argumentation describing, advocating, interviewing, negotiating, presenting; using specific written forms will be assessed through oral presentations, seminar discussions, group work, presentations to camera and simulated professional practice.

Where students carry out a range of practical assignments these will be assessed both formatively and summatively, throughout the course. In practical assignments there will be a requirement for students to work on industry-facing projects (both individual and group assignments) that are relevant to animation. There is a strong rationale for ensuring students can 'think on their feet' and work to deadlines as this is a valuable employability skill. For example in the unit 'Animation Principles' at level 4, students will be asked to complete individual weekly exercises which will be reviewed by peers and tutors the following week. In that formative review of work in progress, the

outcomes of the unit will be discussed in order for the student to not only learn the skills to produce work to a high standard, but also develop communication and professional development skills. The developed and finalised work will be submitted for summative assessment at the end of the unit and marked with criteria clearly outlined in the unit assessment brief.

As part of enhancing students' employability skills, some assessments will require group working to embed important values of adaptability and flexibility.

Other practical assignments will be focussed on group work, for example in the final year of the course, students will be assessed on their ability to contribute to, and collaborate with others to produce a significant piece of animation and learn employer protocols in the structure of the team and workflow. They will also be able to research issues, record sound, create storyboards and digitally edit their work whilst contextualising their skills within the wider industry context. In addition to animation creation, students will be assessed on their presentation skills, time management, ability to manage or be part of a team and their ability to tackle problems. Assessment will be achieved in part through the student's self-evaluation which will be through a critical journal (blog).

The types of assessment used will be aligned to unit learning outcomes, all of which have been developed to encourage active learning and learner empowerment. The course is industry facing (although NOT a training course) and has a clear commitment to practice based elements and transferable skills which align with current practice to embed employability and creativity and transferable skills that students need when considering their career options at the end of the programme. Software training will be given by tutors and technical support staff in order to provide students with the technical knowledge and principles of specific software tools, but advanced training will be the responsibility of the learner, with support from the tutors. Students will have full access to Lynda.com, the excellent online training resource for all software used on the course. The prime pedagogic aims of this programme are to enable students to think independently and critically and be able to apply concepts to aid problem-solving.

In practice based units formative assessment is ongoing during studio sessions, students are encouraged to question, connect, produce, engage and reflect during the ongoing screening sessions and whilst working on their assignments. There will also be some student led peer critiques that stimulate feedback and self-evaluation.

After submission of the required assignment, summative feedback and grades will be given to the student, using the learning outcomes and marking criteria to finalise the mark. Before submission of work, and at the initial briefing of the assignments, students will be made aware of the University Standards Descriptors, how they relate to the assignment tasks and how students can apply them to their own work. Tutors will also look for evidence of progress and an increasingly developed understanding and achievement of the aims and outcomes of the unit when considering grades. Work will be double marked in accordance with university regulations. The unit briefs will contain clear and concise instructions of what is required to obtain maximum marks and the criteria that need to be met. All the instructions and aims of the assignments and assessment tasks will be linked to the unit outcomes which in turn are mapped to the programme and graduate outcomes. A chart mapping these links can be seen in section F.

Moving Towards Independent Learning.

In order to ensure students move forward towards independent study throughout the duration of

the course, formative assessment in the form of tutorial feedback discussed with the student, places a numeric judgement upon the work submitted, which gives the student an opportunity to make increasingly informed judgements on the merits and areas for improvement in their own performance. Assessment methods are ultimately determined by the student's ability to embrace, engage in and understand the process, ie that the student is aware of the importance of self-direction, bringing work in progress to seminars and tutorials, enter into class discussions and critically evaluate their own work through their journal/blog. This leads to a staged increase in sophistication of assessment methods as the levels progress, and students becoming more critical and evaluative in judgement of themselves and their peers.

Level 4 is largely formative and requires students to engage in self-reflective accounts and discussions as part of the overall process of assessment. This is done as part of group critiques and in individual tutorials, which may be related to assignments, projects or as part of the regular scheduled professional Development Planning tutorials. Contextualising Practice engages with qualitative assessment in essay writing.

Level 5 introduces more formality to the recording of self reflection and introduces peer evaluation into the mix. This naturally develops analytical and evaluative qualities and is seen as crucial to the student's ability to benchmark their own performance and improve upon it.

By **level 6**, students are involved with more complex and independent project planning and evaluation which necessitates them relating and measuring their own planning and anticipated objectives against the eventual outcomes and being able to critically self-evaluate the extent to which these have been achieved.

Feedback

Throughout the course, students will be engaged in regular formative assessments and feedback to give them opportunities to assess their own progress within their peer groups. This feedback will come in many guises, from an informal 'water cooler' conversation to more formal written comments. This is a vital and vigorous part of the programme and is also aligned with unit learning outcomes. In week-by-week exercises, students will be given feedback at each stage of their learning process so they can reflect upon this work and continue to the next stage with confidence. There will also be 'short and sharp' assignments to ensure students develop an acute sense of working within specific time constraints.

Overall, the course embraces active learning in each of its units and this applies equally to the range of assessments students will undertake. Learner empowerment creates engagement organically and the course team is committed to embedding excellence in academic standards with best practice in the animation industry. The course team believes this balance has been achieved in the curriculum design presented in this programme specification.

Unit and Assessment Evaluation

All assessments are subject to a rigorous evaluation process. Students are encouraged to evaluate their learning experience via written forms, focus groups or tutorials. At the end of each unit they can go online to give their detailed and anonymous evaluation of each unit's content, structure, delivery and assessment. Informal feedback is also encouraged from students during the units and through individual tutorials and meetings. By encouraging students to evaluate their units, this gives tutors the opportunity to consider student comments and to make any changes if appropriate. Staff will be engaged in constant reflection of the assignments offered and will

continually update them as academic and/or industry developments demand. Any changes of assessment will be subject to scrutiny via processes outlined in the University's assessment regulations.

Student mobility

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.

33 Inclusive Practice

The programme complies fully with the University Equality and Diversity policies regarding the accessibility of learning opportunities. In addition, students will be supported and mentored through their own academic learning plans which will be discussed at subject and pastoral tutorials. It is anticipated that the dynamics of the group will be enhanced by its diversity and the course will provide opportunities for students to reflect on their own experiences and consider how these experiences influence the way they understand and how they impact on their work.

34 Technology Enhanced Learning

The programme relies on specialist technology and software in the everyday delivery of the course. Recognition of specialist software knowledge and skills is an important part of curriculum development, and forms the basis of moving image generation in animation production.

General university information available to students is available online via the university's own internally managed network and app, available to download. The programme learning materials, notes, additional reading and links will be accessible through 'Moodle' the Virtual Learning Environment (VLE) system used by MMU. The programme team will additionally utilise Moodle's powerful interface to upload digital assets for assignments, technical tutorials, resources, information, learning materials, examples and briefs, and the students will be able to upload/submit all written and practice work for assessment electronically. Written work will be scanned automatically for plagiarism.

The programme will be a substantial user of Moodle, and the VLE will act as the first port of call for any information for a student, with a virtual live noticeboard indicating any changes to timetables, lectures etc. and signposting to any other matters.

Moodle has the ability to connect to students via their smartphones, so much of the information including timetables will be accessible at all times, on or off campus.

Throughout the programme, students will be required to keep an evaluative and critical journal, which will be a digital journal in the form of a blog. Students will be engaged in maintaining the blog, with regular updates of critical statements, research, images, design work, sketches and movies such as animation tests. This will not only encourage discussion, debate and critique of work and ideas, it will also develop students ICT and digital knowledge, essential for future career prospects.

Training sessions in the use of the VLE will be given to staff and students, working closely with the learning technology team.

35	Placement and/or Work-based Learning Activities
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The programme will not offer official or guaranteed work placements as part of the described programme curriculum. However the programme will be linked directly to the animation industry through a number of channels and students will be actively encouraged to seek their own work placements during vacations.

Staff will support students seeking placements by assisting and advising on opportunities, application letters, reviewing showreels and portfolios and providing references.

One of the principal outcomes of the programme is to produce 'work ready' graduates and this agenda remains high on the priorities throughout the three years of study. Work related experiences will be given to students from the outset of the course, through live briefs and simulated studio production projects.

In the final year, students will also be given direct feedback on their professional practice from visiting members of the animation industry in order to ensure their chances to find employment in the industry after graduation is as high as possible.

In order for students to network and educate themselves on the way the industry operates, there will be a number of opportunities throughout the programme for students to volunteer at various events in the region. These events will include animation festivals and conferences, exhibitions and screenings.

36	Engagement with Employers
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Employers have been and will continue to be consulted on the development and design of the programme. The course was proposed initially to provide much needed graduates for the growing animation industry in Manchester.

A steering group consisting of employers from different fields of the industry will be critical in advising the programme team on the content, delivery and outcomes of the course. The steering group has been put together and will aim to meet once a year, with regular updates from the course team throughout the year.

Visits by employers to the course and sessions on the professional context will supplement this to bind the students to the professional world at all stages- particularly also through the School interdisciplinary units, Unit X, and also the Major Production unit in level 6 where student present and pitch their work to industry representatives for feedback.

The programme team are experienced industry professionals with extensive contacts and employer links bringing employer perspectives to the way the content is delivered.

Whenever students engage in work experience or other informal placements as part of this programme, the institutional Code of Practice for Placement and Work Based Learning will be complied with. The careers service will advise upon and provide additional employer links to enable maximum opportunities for students and graduates.

37	Personal Development Planning
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The programme conforms to the Manchester School of Art's PDP Framework, where PDP is viewed as a process that is embedded within the curriculum.

PDP is located in the contextualising Practice units at each level and is made up of three elements.

The first 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 or equivalent- together with a record of the written or verbal feedback they receive from staff. This process is supported by the study of professional and contextualising skills along with the acquisition of key learning skills either in specific units or as elements of units.

The second element is the PDP/Independent Development Tutorial. Students prepare themselves for this tutorial through an overarching, reflective survey of the material gathered as above, 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. There is at least one, and usually two PDP tutorials for each student per academic year.

The third is the student progress file, which takes the form of a compilation of the materials produced in support of the two elements outlined above.

SECTION E - PROGRAMME MANAGEMENT

38 Programme Specific Admission Requirements

Standard minimum points for University Admission at the time of admission.

Candidates will be invited to attend an interview and are required to submit an electronic portfolio of their work as part of the application process. Candidates from overseas or candidates who are unable to attend an interview for a valid reason such as excessive travel costs or distance will be offered an interview via skype/telephone.

NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus [on-line prospectus](#).

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.

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) 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.

39 Programme Specific Management Arrangements

The programme adheres to the guidance provided in the University's "Management of the Programme Delivery" document in respect of composition, terms of reference and operation of programme committees.

NB: the University's [Management of Programme Delivery](#) is available.

40 Staff Responsibilities

General

Specific roles have been identified and allocated for the management of programme delivery as follows (in line with guidance provided within the University's "Management of Programme Delivery" document):

Programme Leader
Year Tutor
Unit Leaders
Admissions Tutor
Link Tutors
Staff responsible for the co-ordination of academic/pastoral support (e.g. personal Tutor/PDP)

NB: the University's [Management of Programme Delivery](#) is available.

41	Programme Specific Academic Student Support
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Generic academic student support is provided to all students in line with the guidance outlined in the University's [Student Handbook](#).

42	Programme Specific Student Evaluation
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The Programme complies with current institutional evaluation guidance.

NB University information on [Evaluation of Student Opinion](#) is available.