

**UNIVERSITY OF WALES, NEWPORT
PROGRAMME SPECIFICATION**

**BA (Hons) ANIMATION
135W270BF & 135W270BP**

Newport School of Art, Media and Design

BA (Hons) Animation is one of a wide range of undergraduate programmes offered by Newport School of Art, Media and Design as part of its renowned and innovative portfolio of study. The School comprises of three departments: Art and Photography, Design and the International Film School, Wales.

The core values of the School can be summarised thus:

Working within the framework of the University Mission Statement, the School of Art, Media and Design aims to consolidate and enhance the position of the University as an independent major provider of higher education in Wales and the United Kingdom by:

- 1. continuing to be a leading provider of Art, Media and Design education regionally, nationally and internationally;*
- 2. developing a strong identity for Newport School of Art, Media and Design within the context of Newport, while continuing to work closely with other Departments where appropriate;*
- 3. developing a closely connected Programme portfolio, recognising subject specialisms, while promoting the concept of interconnected programmes of study within the Modular framework;*
- 4. developing a research strategy, which is linked to all aspects of the School's portfolio;*
- 5. developing through its Enterprise Centres an applied research culture that creatively links income generation initiatives to research and the School's overall academic ethos.*

Students enrolled on this programme will be part of the International Film School Wales.

Programme Overview

The subject of Animation has been taught at Newport for many years. It is a subject whose academic acceptance and development has been matched by an increasing media exposure and concomitant industrial support.

Although few other UK Animation courses can claim the successful record of independent and commercial placement that our graduates have achieved, there is increasing competition from newly established courses. What distinguishes us from others is the fact that we combine a firm grounding in fundamental animation and film-making techniques with the opportunity to apply these to new markets, contexts and distribution methods. Animation is a medium which lends itself very well to the digital domain, and has blossomed there creating a wealth of new opportunities for the traditional animator.

The programme positions Animation within a progressive context of commercial innovation, encouraging experimentation, and pushing the work into unexplored new directions, embracing and refocusing interest in the notion as film director as artist, or auteur. This is essentially a course about film making with animation, where animation is any frame-by-frame manipulation of film. Students are encouraged to investigate a diverse range of materials, and film structure, and there are no limits and no house style.

Since the course is also about developing personal and professional practice, students are encouraged to submit work to festivals and participate in industry-sponsored schemes. In 2005 the course was awarded Skillset Accreditation, one of only six institutions in the UK, and a mark of our ability to provide vocationally based education.

Programme Aims

The BA (Hons) Animation programme aims to provide a framework for:

1. the production of creative, exploratory and innovative work which could be applied to a professional context;
2. graduates to become professional; practitioners working in any aspect of the animation industry, including broadcasting (TV and web), advertising and the independent sector;
3. critical and highly expressive animators who are able to work freely across the boundaries of art and entertainment;
4. where possible making use of the wide range of media and disciplines accessible within the School;

5. providing opportunities to work professionally in all aspects of the animation, media and multi-media industries, alongside freelance commission and post-graduate study;
6. developing awareness of professional contexts and outcomes for work in Animation and develop the interdisciplinary flexibility to deal with future professional environments and technologies.

These aims will be achieved through the design of a coherent, progressive and integrated programme structure and the implementation of Learning and Teaching strategy that strongly promotes the notion of learning by engagement in both theory and practice.

Programme Learning Outcomes

At each level, students will be expected to have demonstrated the following:

Level 4

1. An understanding of the basic principles and working practices of animation.
2. An understanding and appreciation of visual communication and film language.
3. Good observational skills and visual sensitivity.
4. Good general computer skills and knowledge.

Level 5

1. Good strategic thinking and the ability to develop meaningful animated statements.
2. An understanding of the creative process involved in the generation of ideas and the realisation of those ideas as a finished creative product.
3. An in depth understanding and practical knowledge of the animation industry together with a broader knowledge of wider cultural issues.
4. Personal and professional development together with the capacity to reflect on their learning experiences.

Level 6

1. A broad knowledge and understanding of animation, together with the ability to select and use different forms of animated content generation.
2. The ability to develop and produce meaningful animated statements and demonstrate a good general grasp of digital media.
3. A sound theoretical knowledge and understanding of key principles and models of visual communication through animated form.

4. Knowledge and understanding of different research methodologies, and the ability to undertake independent research in a rigorous and professional manner.
5. The ability to synthesise, critically analyse and evaluate information in a critical and objective manner to reach well supported conclusions and recommendations.
6. An understanding of the creative process involved in the generation of ideas and the realisation of those ideas as a finished creative product.
7. An in depth understanding and practical knowledge of the animation industry together with a broader knowledge of wider cultural issues.
8. Personal and professional development together with the capacity to reflect on their learning experiences.
9. The ability to present and rationalise their own creative work.

In addition to the level outcomes defined above, there are general learning outcomes common to all levels that involve transferable skills. These include the following:

1. The ability to communicate effectively in an oral, written and visual form, adapting to target audiences and situations.
2. The ability to identify targets, organise resources, manage workloads and meet deadlines in order to achieve intended goals.
3. The ability to carry out independent learning as a basis for academic study, lifelong learning and for personal professional development.
4. The ability to work productively with others in a group, accepting responsibility for achieving a defined goal.

These programme-based Learning Outcomes provide the framework for the Learning Outcomes at the module level. As the student progress through the programme, so the study of modules at an increasingly higher Level will allow the student to achieve the programme based Learning Outcomes. The programme Learning Outcomes are delivered in the Modules as follows:

MODULES	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9
<i>Level 4</i>									
Drawing	X		X						
Animated Image	X	X	X	X					
Animation Studies 1	X	X							
Character Animation	X	X	X	X					
Narrative Strategies		X		X					
Animation Studies 2	X	X							
<i>Level 5</i>									
Animation Practice 3	X	X		X					
Games and Animation Studies 1		X	X						
Professional Practice	X	X	X	X					
Games and Animation Studies 2		X	X						
<i>Level 6</i>									
Advanced Animation Practice 1	X	X	X	X	X	X	X	X	X
Advanced Animation Practice 2	X	X	X	X	X	X	X	X	X
Dissertation			X	X	X		X		X

Benchmarks and Reference Points

To ensure the highest standards of research, Learning and Teaching, Animation refers to the Quality Assurance Agency for Higher Education publication concerning academic standards for Communication, Media, Film and Cultural Studies courses. Though Animation is not specifically covered by the QAA benchmarking process, the numbers of key overlaps with associated media programmes necessitate reference to the QAA schema. Cited below are the relevant benchmarks specific to Animation:

Subject knowledge and understanding

Graduates of programmes in these fields will demonstrate knowledge and understanding drawn from the following:

Histories

1. An understanding of the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems.
2. An understanding of the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments.
3. An understanding of the history of communication and media technologies and a recognition of the different ways in which the history of and current

developments in media and communication can be understood in relation to technological change.

Processes and practices

1. An understanding of the material conditions of media and cultural consumption, and of the cultural contexts in which people appropriate, use and make sense of media and cultural products.
2. An awareness of how media products might be understood within broader concepts of culture.

Forms and aesthetics

1. An understanding of the aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms.
2. An insight into the cultural and social ways in which aesthetic judgements are constructed and aesthetic processes experienced.
3. An understanding of the student's own creative processes and practice through engagement in one or more production practices.
4. An examination of the role that aesthetic and other pleasures and judgements may play in the production and maintenance of social arrangements.
5. An awareness of a range of works (in one or more media) which generate different kinds of aesthetic pleasures.
6. An understanding of the narrative processes, generic forms and modes of representation at work in media and cultural texts.
7. An understanding of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms.

Subject skills

The specific focus and breadth of range of individual degree programmes will determine not only the knowledge bases on which they draw but also the balance of skills and approaches developed within them. Graduates will demonstrate as appropriate some of the following subject-specific skills:

Skills of intellectual analysis

The ability to:

1. understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change;
2. examine such forms critically with appropriate reference to the social and cultural contexts and diversity of contemporary society and an

understanding of how different social groups variously make use of and engage with forms of communication, media and culture.

Media production skills

The ability to:

1. produce work which demonstrates the effective manipulation of sound, image and/or the written word;
2. utilise effectively relevant technical concepts and theories;
3. utilise a range of research skills, for example research into potential audiences, markets or consumption contexts, as a production tool;
4. produce work showing competence in operational aspects of media production technologies, systems, techniques and professional practices;
5. manage time, personnel and resources effectively, by drawing on planning and organisational skills;
6. produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers;
7. produce work which is informed by, and contextualised within, relevant theoretical issues and debates.

Creative, innovative and imaginative skills

The ability to:

1. initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media;
2. experiment, as appropriate, with forms, conventions, languages, techniques and practices;
3. draw upon and bring together ideas from different sources of knowledge and from different academic disciplines;
4. be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.

General skills

With varying emphasis, graduates in these subject areas will also be able to:

1. work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity;
2. gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms;
3. retrieve and generate information, and evaluate sources, in carrying out independent research;

4. organise and manage supervised, self-directed projects;
5. communicate effectively in inter-personal settings, in writing and in a variety of media;
6. work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively;
7. deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate.

Learning and Teaching Strategies

The underlying philosophy of the programme is that the teaching and learning strategy should:

1. help students to achieve intended learning outcomes;
2. suit methods to the development of knowledge, understanding and skills;
3. encourage students to take responsibility for independence in their own learning;
4. provide an appropriate range of, and balance between, learning methods;
5. exploit any work experience, which students will generate;
6. provide alternative learning methods if students have special needs.

Teaching and learning is designed to enable students to achieve intended learning outcomes. These learning outcomes tie in to external reference points, such as relevant subject benchmarks and occupational/professional body standards.

The Programme intends that the learning programme should be both stimulating and demanding, and should lead students through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

The general approach to the learning process for most modules is one that involves:

1. lectures;
2. visiting guest lectures;
3. seminars;
4. tutorials (group and individual);
5. master class workshops (with practitioners and instructors);
6. directed Study within facility areas (with instructors and technicians);
7. self-directed study.

Students will be involved in three types of learning situation:

1. Contact with the lecturer (supported hours).

2. Study outside class times as directed by the lecturer (directed learning).
3. Study at students' own initiative (independent learning).

Contact hours + directed study hours + independent learning = total study hours.
Total study hours define the Credit Volume for a module (using the formula 1 credit = 10 study hours).

Students can expect a change in the balance of supported, directed and independent learning as a module progresses and certainly at higher Levels of study. The initial balance for a programme of study is expected to be: for a 20 credit module – 50 contact hours, 50 directed study hours, and 100 independent study hours, and other sized modules pro rata.

Developing graduate (transferable) skills, known to be of interest to employers, has been given significant priority, with all modules contributing as key vehicles in the development of these skills.

A variety of methods will be used to teach, including:

1. timetabled teaching of skills relevant to Animation;
2. research study sessions;
3. critical study sessions;
4. portfolio development that students carry out independently;
5. self-directed study of module projects;
6. professional development and master classes.

The University employs a virtual learning environment (MLE) where students can access lecture notes and engage with staff, other programme students and the wider University community. The Department uses this resource as a means to communicate and disseminate information.

This programme is open and flexible to cater for students with special needs in terms of the deployment of the curriculum and learning experience. This is to augment the available support from the University's Student Services Department. For example, the programme can support special entry to darkrooms and digital laboratories and adapted enlargers are available to wheelchair users. If appropriate, balance and emphasis on digital and analogue practice within a module can be reviewed and modified to facilitate the best possible learning experience and outcome. This might be appropriate for a student who has difficulty handling chemicals for example.

As a member of the University of Wales, all the University's students have the right to assessment in Welsh, irrespective of whether they have received tuition through the medium of Welsh. In accordance with this policy, arrangements can be made, within an agreed timescale, for assessed programme work, essay papers and scripts to be translated where Welsh-speaking examiners are not

available in the department concerned. All such arrangements are subject to any national degree guidance or regulations.

Assessment Strategies

Assessment forms an integral part of the learning process and will keep pace with the delivery of each module. Its purpose is to provide:

1. feedback so that students are able to judge how well they are developing and achieving module learning outcomes, and what they might need to do to improve (formative assessment);
2. a record of results relating to progression through the programme and the achievement of final or intermediate awards of qualifications (summative assessment);
3. testing of all learning outcomes (but not necessarily summatively);
4. confirmation of the standard of achievement measured against external benchmarks.

Summative assessment is guided by the need to measure student achievement in relation to the aims and objectives specified for the programme and the specified learning outcomes of the individual modules.

Summative assessment will take the form of:

1. group critiques;
2. projects;
3. portfolios of work;
4. presentations – verbal and screen based;
5. essays, reports and other forms of written work.

These assessments will make use of:

1. research demonstrated in presentation;
2. research demonstrated within verbal contextualisation;
3. literature review and biographical detail;
4. demonstration of technical and conceptual skills commensurate to the development and realisation of a major photographic project.

The outputs to be assessed will include:

1. the physical presentation of drawings, animated works and related research imagery within analogue and digital context;
2. verbal and visual presentation of ideas, research and project development, resource management and professional ambition;
3. final resolved portfolios of work within agreed context;
4. essays and supporting verbal presentations of research and methodology;

5. dissertation and supporting presentation of research and methodology.

Students are given a Project Brief for each summative assessment, which will tell (a) the module title, (b) the assessment title (and number if there are more than one), (c) the module leader, (d) the date on which it is to be submitted, (e) whether it is to be completed individually or by group, (f) the learning outcomes to be assessed, (g) the form and size of the output required and whether there will be any penalty for under- or over-size; (h) any working information - for example, case study (i) the criteria by which the work will be graded (j) any advice on sources of information, techniques, module content to be used, (k) the means of retrieving a failure. This information is usually in the form of a module handbook at the beginning of the module, though supplementary information might also be given at a module mid point to remind students of summative assessment requirements.

Formative assessment (not formally assessed) is guided by the need to provide students with developmental feedback and will be provided by means of:

1. spoken and written commentary on summative assessments;
2. regular feedback through seminar and tutorial activities;
3. feedback on self-study tasks.

Programme Structure and Requirements, Levels, Modules, Credits and Awards

The table below details the programme structure for standard full-time students.

Level	Modules & Assessment	Progression and Interim Awards
4	<p>All level 04 modules have 20 credit values (10 ECTS credits)</p> <ul style="list-style-type: none">• Drawing• Animated Image• Animation Studies 1• Character Animation• Narrative Strategies• Animation Studies 2	<p>CertHE Art & Design: Credit requirements 100 at level 4.</p> <p>Progression: To progress from Level 4 to Level 5 a student would normally be expected to have at least 100 credits at Level 4.</p>
5	<p>All modules have 20 credit values (10 ECTS credits) unless otherwise stated as 40 credit values (20 ECTS credits):</p> <ul style="list-style-type: none">• Animation Practice 3 (40)• Games and Animation Studies 1• Professional Practice (40)• Games and Animation Studies 2	<p>DipHE Art and Design: Credit requirements 200 at appropriate level (100 at Level 4 and 100 at Level 5).</p> <p>Progression: To progress from Level 5 to Level 6 a student would normally be expected to have a at least 80 credits at Level 5.</p>
6	<p>All modules have 40 credit values (20 ECTS credits):</p> <ul style="list-style-type: none">• Advanced Animation Practice 1• Dissertation (40 Credits)• Advanced Animation Practice 2	<p>Honours Degree: Credit requirements 220 at Level 5 and 6 with not less than 100 at Level 6.</p> <p>Ordinary Degree: 170 credits at Level 5 and 6 with at least 60 credits at Level 6.</p>

Criteria for Admission to the Programme

Validating Body:	The University of Wales.
Location:	Caerleon Campus.
Application Procedure:	UCAS code: W615 (Route A) E615 (Route B)
Duration;	Three years full-time. Six years part-time.
Typical Offer;	Applicants are viewed individually on their merits. A typical offer is 240 points and must include two 6 unit or one 12 unit award.
School:	Newport School of Art, Media and Design.

Full details of admission procedure can be viewed at:

http://www3.newport.ac.uk/displayPage.aspx?object_id=201&type=PAG

Date at Which the Programme Specification was Written or Revised

October 2009.

Student Contract

All students will be required, as a condition of enrolment, to abide by and submit to the policies, regulations and procedures of the University, as amended from time to time. A copy of all the relevant documents can be found at www.newport.ac.uk or is available, on request, from the University Information Centre.

The University will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out in this programme specification. However, the University does not provide education to UK undergraduates on a commercial basis. It is also very largely dependent upon charitable and public funds, which the University has to manage in a way that is efficient and cost-effective, in the context of the provision of a diverse range of programmes to a large number of students. The University therefore:

1. reserves the right to make variations to the contents or methods of delivery of programmes, to discontinue programmes and to merge or combine programmes, if such action is reasonably considered to be necessary by the University. If the University discontinues any programmes, it will use its reasonable endeavours to provide a suitable alternative programme;
2. cannot accept responsibility and expressly excludes liability, for damage to students' property, transfer of computer viruses to students' equipment or liability for breach of contract.