



Course Title	BA (Hons) Animation
Final Award	BA (Hons) Animation
Interim Awards	Certificate of Higher Education in Animation Diploma of Higher Education in Animation BA Animation
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	WQ20
HECOS code (with Subject percentage Splits if applicable)	100057 Animation (80%)  100363 Computer Animation and Visual Effects (20%)  ( <a href="https://www.hesa.ac.uk/support/documentation/heco">https://www.hesa.ac.uk/support/documentation/heco</a> )
QAA Subject Benchmark	Art & Design (2019)  Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Blended <input type="checkbox"/> Online
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University campus <input type="checkbox"/> Online
Length(s) of Course(s)	3 Years FT
Type (open/closed)	Open
Validation period	Five years (September 2024 – September 2029)
Intended First Cohort Start Date	September 2025
Date produced/amended	July 2025
Course Leader	Jenny Wright
Course Development Team Members	Working group with the following staff Dan Dalli Sanjay Sen Alan Postings
Course Administrative Contact	Charles Mullany

### Course Description

The BA (Hons) Animation course will focus on character animation techniques together with pre-production workflows including character design, visual development, layout design and storyboarding. Revolving around storytelling, the course teaches students how to develop their artistic communication skills and rationale for their ideas, nurturing students' ability to be

adaptable and creative. Defining *Meaning* and *Purpose* for ideas throughout the course, is essential to the student's development and success.

In level four, students will study key animation fundamental skills using discipline specific software including: timing, posing, movement and behaviour, through research and reference. Students will be encouraged to experiment and to improvise with their ideas to bring a distinctive touch and to take onus of their work. Students are given insights into the industry through guest speakers, tasks set by practitioners and receiving feedback directly on their work. A blend of skills will be explored, including visual language, storytelling, concept design techniques and life drawing, whilst theoretically exploring their subject through a range of mediums and techniques. The modules are designed to build a sound understanding of the animation pipeline and workflows at an early stage in preparation for levels 5 and 6 as well as opportunities to learn alongside other courses relevant to their subject.

In level five, students will advance their skills in animation, looking at performance through: acting workshops, dialogue, and emotions, together with new skills, exploring different styles of workflows within the animation industry. Professional skills and industry engagement are honed further at this level, giving students the opportunity to work on live projects and with mentors. Students will also start to work independently depending on their knowledge, their areas of interests and their skills that are relevant to the different sectors. Industry guests will continue to support the modules, through a series of masterclasses and workshops in preparation for their final year. On top of this there will be an opportunity to engage with work-based learning.

In level six, students focus on enhancing their specialism as animators for employment, focusing on how to brand themselves, prepare life as a freelancer and develop a showreel relevant to the sector of their choice. This may entail using different workflows or mixed media as well experimental and development pieces, that can inform their modules. Students will be encouraged to collaborate with each other and work alongside other courses such as: 3D Animation, Games, Music and Sound Production. This cross-course collaboration and co-production enriches the students' experience of working across different disciplines whilst bringing their specialist skills in animation on a joint project.

Over the three years students are taught how to develop creative responses to the modules while integrating both theory and practical workflows to bring out a strong and individual creative vision. Equally students will also be taught the importance of personal and professional life skills in all three levels, to adapt to the opportunities and the challenges of today's world of work.

#### Course Aims

1. Providing students with the knowledge and skills required to bring characters and stories to life through animation techniques.
2. Analysing animation time-based narrative through storytelling and content creation.

3.	To enable students to research current workflows and technology, through a contextualised understanding of old and new techniques.
4.	Preparing a student's personal and professional development for employment and the life skills that challenge modern society.

### Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *BA (Hons) Animation* students will be able to:

<b>Explore</b>	Evaluate and contextualise capacity for utilising and synthesising Animation specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
<b>Create</b>	Critically engage with the iterative development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to Animation.  Synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes with consideration of audience/user regarding communication and presentation for Animation. (CLO2)
<b>Influence</b>	Interpret a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to Animation. (CLO3)
<b>Integrate</b>	Analyse critical ability to successfully synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Animation. (CLO4)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *BA Animation* students will be able to:

<b>Explore</b>	Evidence and contextualise capacity for utilising and synthesising Animation specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
<b>Create</b>	Apply the ability to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written, and oral forms aligned to Animation.  Design ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Animation. (CLO2)

<b>Influence</b>	Relate a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to Animation.  (CLO3)
<b>Integrate</b>	Align the ability to effectively synthesise collaboration, industry interactions & practices and professional working models to facilitate self-efficacy, personal agency and professional development in relation to Animation.  (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *Diploma of Higher Education in Animation* students will be able to:

<b>Explore</b>	Define evolving ability to utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to Animation.  (CLO1)
<b>Create</b>	Employ capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide iterative practical and theoretical development in physical, written and oral forms aligned to Animation.  Exhibit developed technical competencies, supporting ideation, communication, and presentation with consideration of audience/user for Animation.  (CLO2)
<b>Influence</b>	Relate developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to Animation.  (CLO3).
<b>Integrate</b>	Apply evolving ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Animation.  (CLO4).

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *Certificate of Higher Education in Animation* students will be able to:

<b>Explore</b>	Demonstrate capacity for engaging with research and critical thinking, developing Animation specific knowledge and emerging ability to problem solve.  (CLO1)
<b>Create</b>	Apply capacity to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms in relation to Animation.  Exhibit emerging technical competencies, supporting ideation, communication, and presentation with consideration of audience/user for Animation.  (CLO2).

<b>Influence</b>	Demonstrate an emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Animation.  (CLO3).
<b>Integrate</b>	Identify emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Animation.  (CLO4).

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

### Core Competencies

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
<b>Cognitive</b>	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> <li>Evaluate their own beliefs, biases and assumptions</li> <li>Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>Recognize a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>
<b>Professional</b>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<b>Integrate, Influence</b>

<b>Emotional, Social and Physical</b>	<p>Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Self-awareness &amp; regulation (including metacognition)</li> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> <li>• Ethical decision- making</li> </ul> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul> <p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p> <ul style="list-style-type: none"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> <li>• Physical resilience</li> </ul>	<b>Explore, Influence, Integrate</b>

<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	<b>Create, Influence, Integrate</b>
<b>Digital</b>	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	<b>Explore, Create, Influence, Integrate,</b>

### Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
<p>Online learning platforms alongside the institutions virtual learning environment (VLE) will be used to support face to face delivery to give the students a more rounded experience. This will enhance the student's engagement and allow for curriculum delivery to be adaptable and reflect current trends and social proximity.</p> <p><b>Level 4:</b></p> <p>At Level 4 skills will be developed through a combination of workshops, lectures, seminars and group exercises, self-directed study, as well as individual or group tutorials.</p> <p>Modules will build on fundamental skills both technically and contextually within the subject specialism using a range of platforms,</p>	<p><b>Level 4:</b></p> <p>At level 4 students will be introduced to the types of assessment that will be used across the entire course. They will be introduced to working from a brief.</p> <p>Students will have an opportunity to develop different ways of presenting work to tutors and</p>

<p>A strong emphasis on storytelling will determine ideas and the ability to generate work covering a range of sectors and industry workflows both independently and collaboratively.</p> <p>Face to face workshops including life drawing sessions and acting classes will be used to help develop students' observational skills.</p> <p>Group activities will encourage peer to peer learning to enhance communication and be able to trouble shoot within teams.</p> <p>Industry engagement will be introduced at this level to develop professional and critical thinking skills in preparation for levels 5 and 6.</p> <p>Level 4 will also introduce the students to the Professional Life Practice modules that are embedded in each undergraduate learning level. These modules specifically support collaborative experimental practice, entrepreneurship, and enterprise, helping to catalyse, develop and display interdisciplinary working methods interaction and innovation.</p> <p>The modules will also facilitate opportunities to integrate with industry partners to establish professional currency at the start of the undergraduate journey, and to drive enterprise and employability through the degree experience.</p> <p>The Professional Life Practice Modules integrate the emerging subject knowledge of each student with working methods from a range of disciplines to create a multidisciplinary synthesis of practice, skills and learning. Students will develop social, cultural, emotional, and cognitive intelligence through projects that facilitate community and industry connections aligned to the Ravensbourne Core Competencies.</p> <p><b>Level 5:</b></p>	<p>peers.</p> <p>Assessment will include a variety of tasks such as blogs, reports, presentations and evidence of experimentation and research. It will require students to demonstrate working code in a manner appropriate to the specific brief i.e., when code should be compiled and how uncompiled code should be delivered.</p> <p>Students can express these through a variety of media: written, recorded video, recorded audio and image-based work are acceptable.</p> <p>Students will be encouraged to engage with professional qualification award schemes as part of their professional development, but this will not form part of module assessment.</p> <p>Each module has a <b>Formative</b> assessment point where students are given feedforward/feedback on work so far and advice and guidance on how to develop and complete projects. This can take the form of a group code review, one on one with a tutor or small group as per the project brief for the module.</p> <p>Each module has a <b>Summative</b> assessment point where a final grade is awarded and feed forward if given to the student.</p>
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Skills acquired at Level 5 are developed further through a combination of workshops, lectures, seminars, group exercises, self-directed study, as well as individual or group tutorials.

These Modules will inform Level 6 Modules around portfolio creation, collaborative production work and enable students to make career choices around their industry discipline.

In addition, students will test their developing disciplinary knowledge in collaborative scenarios with the opportunity to take part in the Professional Life Practice Modules, and Work Based Learning Modules, offering collaborative and industry aligned opportunities both within Ravensbourne and in external contexts.

Visiting speakers and industry specialists will be invited to deliver lectures or practical workshops, bringing their own specialism and examples of industry work into the sessions.

The Professional Life Practice Modules at Level 5 support practical, theoretical and industry focused engagement facilitating expertise, experience and interactions with professional aspects of the Animation disciplines.

All Level 5 students will have the opportunity to undertake a Work Based Learning modules at the end of Semester 2. The Work Based Learning module will offer the students the ability to engage with either work experience or equivalent industry-led experience supporting industry interactions, entrepreneurship, and employability skills. The placements will be supported by the careers team at Ravensbourne.

#### **Level 6:**

Skills acquired at Level 4 and 5 will be developed and perfected at Level 6 through lectures, seminars, workshops, self-directed study and individual tutorials.

Students are expected to take on professional attitudes to time, project management and to organise work to meet deadlines.

Visiting lecturers will be invited to deliver lectures and/or practical sessions related to their area of

#### **Level 5:**

At level 5 the types of assessment evidence required across modules are similar to level 4 in scope and breadth. However, students will be encouraged to self-direct their study within skill sets.

#### **Formative Assessment**

##### **In Level 5 students will be provided with**

Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations.

In addition, in Level 5 there is more opportunity for collaborative work with peer and industry feedback, and work-based learning opportunities. The Professional Life Practice modules and the Work Based Learning Modules support students to engage with external industry professionals and gain knowledge and insight regarding entrepreneurship, enterprise and agency.

#### **Summative Assessment**

This will happen at the end of each module and involve the submission for formal assessment the types of evidence required by each. Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.

#### **Level 6:**

In level 6 the types of assessment evidence

required across modules are similar to level 5 but are more individually focused.

#### **Formative Assessment**

In Level 6 students will be provided with

work and students will develop an outward facing portfolio to aid graduate progression.

Written work will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development. Within the sphere of theoretical study, students will expand their ability to write reflexively and critically about their discipline and competently be able to contextualise their personal practice.

Students will be expected to interface directly with industry through mentoring, competition, and research.

Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations.

In addition, in Level 6 there is more opportunity and encouragement for students to engage with peer and industry feedback.

#### **Summative Assessment**

This will happen at the end of each module and involve the submission for formal assessment of the types of evidence required by each.

Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.

Assessment will be aligned to the Ravensbourne Core Competencies.

#### **Work Based Learning**

The work based learning or equivalent industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this during Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.

## Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
ANI25101	Mark-Making in Motion		Mandatory	20
ANI25102	Expressive Motion		Mandatory	20
ANI24103	Professional Life Practice “Developing your Practice”		Mandatory	20
ANI24106	Professional Life Practice “Exploring your Practice”		Mandatory	20
XXXXXXX	Introduction to Visual Culture	X (partially shared)	Mandatory	20
XXXXXXX	Visual Culture Futures	X (partially shared)	Mandatory	20
			Total	<b>120</b>
Level 5				
ANI24201	Animation Character Performance		Mandatory	20
ANI24202	Visual Development (Character Design)		Mandatory	20
ANI24204	Animation Narrative(s)		Mandatory	40
ANI24203	Professional Life Practice “Applying your Practice”		Mandatory	20
ANI24206	Work Based Learning		Mandatory	20
				<b>120</b>
			Total	<b>240</b>
Level 6				
ANI24304	Animation Industry Prep		Mandatory	20
ANI24302	Animation Production		Mandatory	40
ANI24303	Professional Life Practice “Situating your Practice”		Mandatory	20
ANI24301	Animation Portfolio		Mandatory	40
				<b>120</b>
			Total	<b>360</b>

## Learning Hours

Learning Hours (per 20 credit module excluding the Work Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Formal Scheduled Teaching	48	Independent Study	152
<b>Total</b>		<b>200</b>	

## Course Regulations

**Entry Requirements**

Students will be expected to have five GCSEs (grade C/level 4 or above) or equivalent (including English) and hold at least one of the below or equivalent UK/international qualifications.

**Qualifications accepted:**

- Two A levels, grade C or above
- Four AS levels, grade C or above
- Two vocational A levels, grade C or above
- Level three Foundation Diploma or National Diploma
- Advanced Diploma, grade C or above
- International Baccalaureate, 24 points or above
- Ravensbourne fully supports T Levels as a new pathway to university study and will accept the relevant UCAS Tariff points for T Levels across all courses.

**Selection criteria:**

Students should ideally have a background in art, creative media or design. Applicants are expected to submit a portfolio of work which shows a range of their skills and demonstrates why they would be a good fit for the course.

We may also consider a combination of portfolio and academic qualifications and take into consideration progress made during studies and/or relevant work experience.

**Accreditation of Prior Learning (if applicable)**

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

**Conditions for Progression**

Students will be deemed to have passed a module if they achieve a (42%) for undergraduate students; or a (52%) for postgraduate students. Some modules, e.g. PLP, use Pass/Fail grades and no marks are awarded. Pass/Fail grades are not used in the calculation of classifications for awards.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

**Reassessment of Failed Elements**

Failure or non-submission in any assessment will result in a Fail grade for the component and module.

A student shall be permitted three attempts at each assessment; one first sit and two resits.

Where a student successfully retrieves an assessment failure, the grade for the assessment will be capped at 42 (undergraduate) or 52 (postgraduate) (except where Extenuating Circumstances have been approved).

**Conditions for the Granting of Awards**

A student who completes an approved course of study, shall be awarded BA (Hons) Animation.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Animation provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Animation, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Animation (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

**Any derogation(s) from the Regulations required?**

N/A

Student Support

<https://www.ravensbourne.ac.uk/student-services>

Assessment Regulations

<https://www.ravensbourne.ac.uk/staff-and-student-policies>

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
<b>Level 4 Modules</b>				
Mark-Making in Motion	x	x		
Expressive Motion	x	x		
Professional Life Practice (Developing Your Practice)	x	x		x
Professional Life Practice (Exploring Your Practice)		x		x
Introduction to Visual Culture	x		x	x
Visual Culture Futures	x		x	x
<b>Level 5 Modules</b>				
Animation Character Performance	x	x	x	
Visual Development (Character Design)	x	x	x	
Animation Narrative/s	x	x	x	
Professional Life Practice (Applying Your Practice)	x	x		x
Work Based Learning	x		x	x
<b>Level 6 Modules</b>				
Animation Production	x	x	x	x
Animation Portfolio	x	x		x
Professional Life Practice	x	x	x	x
Animation Industry prep	x	x	x	x

**Course Diagram**

	Semester 1	Semester 2
Level 4	<b>Mark-Making in Motion</b> 20 credits	<b>Expressive Motion</b> 20 credits

## COURSE SPECIFICATION

120 credits	<b>Introduction to Visual Culture</b> 20 credits	<b>Visual Culture Futures</b> 20 credits	
	<b>Professional Life Practice (Developing Your Practice)</b> 20 credits	<b>Professional Life Practice (Exploring Your Practice)</b> 20 credits	
Semester 1		Semester 2	
Level 5	<b>Animation Character Performance</b> 20 credits	<b>Animation Narrative/s</b> 40 credits	<b>Work Based Learning</b> 20 credits
120 credits	<b>Visual Development (Character Design)</b> 20 credits		
	<b>Professional Life Practice</b> 20 credits		
Semester 1		Semester 2	
Level 6	<b>Animation Portfolio</b> 40 credits	<b>Animation Production</b> 40 credits	<b>Industry Prep</b> 20 credits
120 credits	<b>Professional Life Practice</b> 20 credits		