



Course Title	BA (Hons) Animation (with Foundation year)
Final Award	BA (Hons) Animation
Interim Awards	Foundation Certificate (Animation) 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	40188 Ravensbourne WQ15
HECOS code (with Subject percentage Splits if applicable)	100057 Animation 100363 Computer Animation and Visual Effects 100440 Digital Media 100443 Media Production 100444 Media and Communication Studies (https://www.hesa.ac.uk/support/documentation/hecos)
QAA Subject Benchmark	Art & Design (2016) 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"/> <input type="checkbox"/> No
Level 6 Top Up Option (online only)	<input type="checkbox"/> No
Study Load	<input type="checkbox"/> Full-time
Mode of study	<input type="checkbox"/> Face-to-Face, Blended
Delivery Location(s)	<input type="checkbox"/> Ravensbourne University campus Online
Length(s) of Course(s)	1 year of 4-year programme
Type (open/closed)	Open
Validation period	Five years
Intended First Cohort Start Date	September 2022
Date produced/amended	March 2022
Course Leader	Oliver O'Keefe
Course Development Team Members	Oliver O'Keefe Anna Byers
Course Administrative Contact	TBC

Course Description

The BA (Hons) Animation course will focus on animation techniques, through a range of digital mediums including Film, Television, Games and Online Platforms. Utilising the skills of storytelling and narrative 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.

The Foundation Year in Animation is the first year of 4-year BA degree programme. The aim of the course is to introduce the fundamental principles for animation. This will include practical use of relevant software's, introduction to core preproduction methodologies and developing a conceptual understanding of the range and skills included with-in animation.

The foundation year course is aimed at students who require more time to develop their portfolio and skillset prior to year one of undergraduate study. This course will ignite the students' creativity and imagination so they can discover new ways of making, thinking, and documenting.

The course begins with **Crafting Your Practice 01 and 02** which aims to teach the students some of the core fundamentals of their practice as well as some basic drawing and design processes.

The Module **Development of Creative Skills** aims to introduces the methods of production, technical skills and software required to develop project briefs within animation. As well as provide core technical training required for moving into year one of animation.

In the module **Integrating Creative Skills** students will be taught key preproduction fundamentals that are appropriate to the student's chosen degree.

There is also a significant theoretical dimension to the course. Beginning with the module **Exploring Culture and Context** which teaches critical tools required to enable further exploration of animation and/Or games development. The student will learn to use primary and secondary research to broaden their personal cultural horizons. This learning will be furthered in the module **Influencing Culture and Context** where the student will undertake a personal project that is fully realised through research, experimentation and outcome.

In level four, students will study key animation fundamental skills, 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 techniques and 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.

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In level five, students will advance their skills in animation, looking at performance through acting workshops, dialogue, and emotions, together with new skills in rigging and preparing for 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. In addition, to this there will be an opportunity to engage work-based learning at the end of level 5.

In level six, students focus on enhancing their specialism as animators for employment, focusing on how to brand themselves, prepare for 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 as 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 Games Design, Illustration, Music and Sound Design. This enriches the students' experience of working across different disciplines, whilst bringing their specialist skills in animation on a joint project.

BA (Hons) Animation Course Aims

- Providing students with the knowledge and skills required to bring characters and stories to life through animation techniques.
- Analysing animation time-based narrative through storytelling and shot creation.
- To enable students to research current workflows and technology, through a contextualised understanding of old and new techniques.
- Preparing a student's personal and professional development for employment and the life skills that challenge modern society.

Foundation Year Course Aims

- Introduce the foundational principles of Animation
- Equip the learners with the basic skills in a range of appropriate software
- To offer the opportunity to develop the team working skills required in the industry.
- Challenge the individual learner to explore and extend their creative range.

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:

Explore	Evidence and contextualise capacity for utilising and synthesising Animation specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
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Create	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. Evidence ability to synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes with consideration of audience/user regarding communication and presentation for Animation. (CLO2)
Influence	Evidence 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)
Integrate	Evidence a 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:

Explore	Evidence and contextualise capacity for utilising and synthesising Animation specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	Evidence 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. Evidence ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Animation. (CLO2)
Influence	Evidence 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)
Integrate	Evidence ability to effectively 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)

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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 <i>Diploma in Animation</i> students will be able to:	
Explore	Evidence 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)
Create	Evidence 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)
Influence	Evidence 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).
Integrate	Evidence 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 in Animation* students will be able to:

Explore	Demonstrate capacity for engaging with research and critical thinking, developing Animation specific knowledge and emerging ability to problem solve. (CLO1)
Create	Demonstrate 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).
Influence	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).
Integrate	Demonstrate 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).

Students exiting after one year of study at Level 3 will be awarded a Foundation Certificate – provided they complete all required assessment tasks and have demonstrated the required learning outcomes. On completion of the Animation Foundation year at Level 3 students will be able to:

	Course Learning Outcomes
Explore	Demonstrate knowledge of the qualities, skills and other attributes needed for successful engagement in the Animation sector. Will be able to evidence the ability to reflect, critically evaluate seek solutions in response to brief. (CLO1)
Create	Have the ability to approach idea development, through experimentation, and have the technical ability to work towards outcomes with consideration of audience/user regarding communication and presentation for Animation.
Influence	Evidence a methodical working approach and ethos that 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.
Integrate	Evidence the ability to successfully demonstrate interactions & practices and professional working models that allow for self-efficacy, personal agency and professional development in relation to Animation.

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
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include:	Explore, Create,

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	<ul style="list-style-type: none">• Evaluate their own beliefs, biases and assumptions	
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	<ul style="list-style-type: none"> Evaluate strengths, weaknesses, and fallacies of logic in arguments and information Apply lesson from the past or learned knowledge and skills to new and varied situations Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques Devise and defend a logical hypothesis to explain observed phenomenon Recognize a problem and devise and implement a plan of action 	Integrate, Influence
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	Create
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	Integrate, Influence
Emotional, Social and Physical	<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"> Self-awareness & regulation (including metacognition) Mindfulness Cognitive flexibility Emotional resilience Motivation Ethical decision- making 	Explore, Influence, Integrate
	<p>Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> Managing your audience Coordinating with others Negotiation Creativity People management Leadership & entrepreneurship Service orientation Active listening 	

	<ul style="list-style-type: none"> Coaching and mentoring <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"> Self-discipline & management Attention Reaction & response time Cognitive & muscle memory Managing stress Physical resilience 	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	Influence, Integrate
Enterprise and Entrepreneurial	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).	Create, Influence, Integrate
Digital	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)	Explore, Create, Integrate, Influence
Ravensbourne Return	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.	Explore, Create, Influence, Integrate,

Learning, Teaching and Assessment

Learning and Teaching methods

Assessment Strategy

All levels will adopt a hybrid delivery which will be determined by the module input and requirements. 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.

Level 3:

Learning and teaching will include: Classroom based didactic sessions Small group tutorials and seminars 1:1 coaching

Reflective learning and question and answer in response to assignment feedback.

Level 4:

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.

Modules will build on fundamental skills both technically and contextually within the subject specialism using a range of platforms,

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.

Face to face workshops including life drawing sessions and acting classes will be used to help develop students' observational skills.

Level 3:

Methods will include a range of creative assignments to allow the students to explore specific ideas, principles and methods included in the programme.

Group assignments will be included to reflect the team working required by the industry.

Level 4:

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.

Students will have an opportunity to develop different ways of presenting work to tutors and peers.

Assessment will include a variety of tasks such as games development, 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.

Students can express these through a variety of media: written, recorded video, recorded audio and image-based work are acceptable.

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Group activities will encourage peer to peer learning to enhance communication and be able to trouble shoot within teams.

Students will be encouraged to engage with professional qualification award schemes

Industry engagement will be introduced at this level to develop professional and critical thinking skills in preparation for levels 5 and 6.

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 showcase interdisciplinary working methods interaction and innovation.

The modules will also facilitate opportunities to integrate with industry partners in order to establish professional currency at the start of the undergraduate journey, and to drive enterprise and employability through the degree experience.

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.

Level 5:

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.

(Unity, Unreal, or similar) as part of their professional development, but this will not form part of module assessment.

Each module has a **Formative** 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.

Each module has a **Summative** assessment point where a final grade is awarded and feed forward if given to the student.

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

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 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

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

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

related to their area of 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.

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 industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this at the end of 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 3				
XXX	Crafting your Practice 01		Mandatory	20
XXX	Crafting Your Practice 02		Mandatory	20
XXX	Exploring Culture and Context		Mandatory	20
XXX	Developing Creative Skills		Mandatory	20
XXX	Integrating Creative Skills		Mandatory	20
XXX	Influencing Culture and Context		Mandatory	20
			Total	120
Level 4				
ANI22101	Animation Fundamentals		Mandatory	20
ANI22104	Animation Character Mechanics		Mandatory	20
ANI22102	Animation Narrative (Part One)	x	Mandatory	20

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ANI22105	Animation Narrative (Part Two)	x	Mandatory	20
ANI22103	Professional Life Practice “Developing your Practice”	x	Mandatory	20
ANI22106	Professional Life Practice “Exploring your Practice”	x	Mandatory	20
			Total	120
Level 5				
ANI22201	Animation Character Performance		Mandatory	20
ANI22202	Animation Rigging	x	Mandatory	20
ANI22204	Animation Industry Exercises		Mandatory	40
ANI22203	Professional Life Practice “Applying your Practice”	x	Mandatory	20
ANI22205	Work-Based Learning		Mandatory	20
				120
			Total	240
Level 6				
ANI22304	Animation Industry Prep		Mandatory	20
ANI22301	Animation Production		Mandatory	40
ANI22302	Professional Life Practice “Situating your Practice”	x	Mandatory	20
ANI22303	Animation Portfolio		Mandatory	40
				120
			Total	360
			Total (including Foundation year)	480

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Formal Scheduled Teaching	44	Independent Study	152
Supervised access to resources	XX	Preparation for Assessment	4
		Unsupervised Access to Resources	XX
Total		200	

Course Regulations

Entry Requirements

Students for foundation diplomas are normally expected to possess four GCSEs, grade C or above, including English and Maths.

Students are also normally expected to possess one of the following:

- One A-level, grade C/32 points or above in relevant subject area
- Progression diploma (level 3) in a related subject area
- Advanced diploma (level 3) in a related subject area
- BTEC level 3 national award or certificate qualifications may also be considered for entry

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 D- (40%) for undergraduate students; or a C- (50%) for postgraduate students. Some modules, e.g. electives, 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

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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 D- (undergraduate) or C- (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
4. Foundation Certificate (Animation) for those who exit after completing the approved course of modules and the learning outcomes for such award at Level 3, as set out in the Course Specification.

Any derogation(s) from the Regulations required?

If yes, please state which regulation requires a derogation for approval by the Academic Board.

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
Level 3 Modules				
Crafting Your Practice 01	x	x		
Crafting Your Practice 02	x	x		
Exploring Culture and Context	x			x
Developing Creative Skills	x	x	x	
Integrating Creative Skills		x	x	
Influencing Culture and Context			x	x
Level 4 Modules				
101 Animation Fundamentals	x	x		x
104 Animation Character Mechanics	x	x		x
102 Animation Narrative (Part One)	x	x		x
105 Animation Narrative (Part Two)	x	x	x	x
103 Professional Life Practice	x	x		x
106 Professional Life Practice	x	x		x

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Level 5 Modules				
201 Animation Character Performance	x	x	x	
202 Animation Rigging	x	x		x
204 Animation Industry Exercises	x	x	x	x
203 Professional Life Practice	x	x	x	x
205 Work-Based Learning	x		x	x
Level 6 Modules				
301 Animation Production	x	x	x	x
303 Animation Portfolio	x	x		x
302 Professional Life Practice	x	x	x	x
304 Animation Industry prep	x	x	x	x

Course Diagram

Semester 1		Semester 2	
Level 3 120 credits	Crafting your practice 1 20 credits		Developing Creative Skills 20 credits
	Crafting your Practice 20 credits		Integrating Creative Skills 20 credits
	Exploring Culture and Practice 20 credits		Influencing Culture and Context 20 credits
Level 4 120 credits	Semester 1		Semester 2
	101 Animation Fundamentals 20 credits	104 Animation Character Mechanics 20 credits	
	102 Animation Narrative (Part One) 20 credits	105 Animation Narrative (Part Two) 20 credits	
	103 Professional Life Practice 20 credits	106 Professional Life Practice 20 credits	
Semester 1		Semester 2	
Level 5	201 Animation Character Performance 20 credits		204 Animation Industry Exercises 40 credits
			205 Work-Based Learning 20 credits

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120 credits	202 Animation Rigging 20 credits		
	203 Professional Life Practice 20 credits		
Semester 1		Semester 2	
Level 6	301 Animation Production 40 credits	303 Animation Portfolio 40 credits	304 Industry Prep 20 credits
120 credits	302 Professional Life Practice 20 credits		