

# Programme Specification

<b>Programme Title and Name of Award</b>	BA (Hons) Animation and Visual Effects		
<b>Academic Level</b>	6	<b>Total Credits</b>	360 Credits
<b>Professional Body Accreditation / Qualification</b>	N/A		
<b>UCAS Code</b>	W615		
<b>HECoS Code</b>	100057 Animation 100363 Computer Animation and Visual Effects 101214 Cinematics		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>We will help students outline ideas in work portfolio, in recognition of the breadth of understanding required for application to the course. Students will be invited to optional on-campus workshop and face-to-face interview where they can experience working with the staff and tour the university facilities. If unable to attend a workshop, then they will be offered an opportunity to be interviewed remotely.</p> <p>Students will be required to demonstrate via their UCAS application, and interview, a background of study or practical experience in a relevant discipline.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:- <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/animation-and-visual-effects/">https://www.cumbria.ac.uk/study/courses/undergraduate/animation-and-visual-effects/</a></p> <p>Potential to succeed can be measured in a number of ways including academic qualifications and skills obtained outside academic study such as work experience. We have a points range so we can take into account all of the information on your application form and adjust the offer from the evidence provided</p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Institute</b>	Institute of Arts		
<b>Programme delivered in</b>	n/a		

<b>conjunction with</b>	
<b>Principal Mode of Delivery</b>	Blended Learning
<b>Pattern of Delivery</b>	<p>Full Time</p> <p>This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such cases, you will study modules alongside the full-time cohort(s) that are running at the time</p> <p>Total weeks of study: 24 weeks</p> <p>Delivery pattern: 2 x 12 week semesters</p> <p>Standard semester dates: Yes</p>
<b>Delivery Site(s)</b>	Brampton Road Campus Carlisle
<b>Programme Length</b>	3 years full time as standard (maximum registration period is 7 years)
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>Cert HE Animation and Visual Effects 120 credits</p> <p>Dip HE Animation and Visual Effects 240 credits</p> <p>BA Animation and Visual Effects 300 credits</p>
<b>Period of Approval</b>	From August 2023 for continuous approval, subject to Periodic Review which takes place every six years
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:</p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/animation-and-visual-effects/">https://www.cumbria.ac.uk/study/courses/undergraduate/animation-and-visual-effects/</a></p>	

<b>Cumbria Graduate Attributes</b>
<p>Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:</p> <ul style="list-style-type: none"> <li>• Enquiring and open to change</li> <li>• Self-reliant, adaptable and flexible</li> <li>• Confident in your discipline as it develops and changes over time</li> <li>• Capable of working across disciplines and working well with others</li> <li>• Confident in your digital capabilities</li> <li>• Able to manage your own professional and personal development</li> </ul>

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

This full time 3-year degree in Animation and Visual Effects (VFX) has been built around core principles of inclusivity, storytelling and studio practice to enable engagement with an exciting and evolving industry. The course is designed to be taught as a combination of blended and face-to-face degree. It is a vocationally focussed degree centred around developing industry skillset and technique, exploring research informed creative industry practice, critical thinking and graduate employability.

To help you to meet the programme learning outcomes, the curriculum has been designed to give you an understanding of the fundamental principles, practice and technique of 2D and 3D narrative based animation and visual effects alongside a contextual understanding of the history of animation, its related industries, and possible futures.

You will experience industrial workflows and methodologies as they relate to animation and visual effects and gain practical experience of them. You will be shown the skills required to undertake self-directed research for the continued development of animation skills and for life-long learning should you chose to pursue postgraduate study after your degree.

A programme emphasis is on theory, research and analysis of industry production work. It is designed to build competency in the first level, specialisation in the second and independence in the third, where on graduation you will be ready for employment within the animation industry or for progression to further study. The course ensures that our learners are fully prepared for the rapidly changing social and technological contexts in which they will work. A vital part of this is to equip you to make informed choices in your creative use of digital technology, in your professional practice, eventual careers and as lifelong, independent and inter-dependent learners. To aid this the course is structured around 3 distinct strands:

Practical exploration of creative practice (240 credits); a critical thinking, conceptual and storytelling strand (60 credits), and a professional development employability strand (60 credits).

This combination will allow you to rapidly upskill in preparation for the exciting prospect of working in the animation and visual effects (VFX) industries. The programme has been designed to use a range of teaching approaches that offer the freedom to access course materials at the time of your choice, from any location with an appropriate internet connection. In conjunction with this the programme will include the use of traditional seminars and classroom activities (within a live and online classroom/studio) led by experienced academic and industry proven mentors, giving you real time feedback, peer interaction and helping you feel part of a learning community.

The programme is taught over six semesters, each semester helping you to incrementally develop and consolidate the skills you will need. It is designed to produce graduates who can interpret, analyse and exercise critical judgement in the evaluation of theories, concepts, explanations and practices. It will equip you with advanced knowledge and skills in the design of technical and creative aesthetics, new digital formulations and give you the opportunity for professional engagement with production pipelines and processes for animation and visual effects – ‘pipeline’ refers to the various stages of industry production (in Shot to Screen) required to add animation or visual effects to a film or TV production.

A critical understanding of animation and visual effects, along with the development of personal attributes and transferable skills, such as a confident, independent voice, critical reflection,

collaborative team working and entrepreneurial judgement. Successful graduates will leave with a skillset that will make them competent, critical and capable of following a career in animation and visual effects, or a variety of associated industries.

The professional development and employability strands to the course encourage you to explore a range of potential avenues for graduate employment in the creative industries, where students will also explore opportunities for self-employment, freelance 'portfolio' and develop knowledge of marketing yourself in both the physical and digital marketplace. These will be enhanced through the development of craft, ethical practice, as well as a thorough knowledge of industry funding, the interconnectedness of STEM and the creative arts, and the commercial aspects of practice. Key to your future employability is your ability to work flexibly with an interdisciplinary approach, working at a high level across digital platforms to produce creative content. You will have regular opportunities for professional experience, varying from seminar with animation and visual effects professionals, to volunteering opportunities, summer internships and paid live project work for various media organisations and production company/studio. These initiatives embed the University of Cumbria Career Ahead, Bronze, Silver and Gold awards at levels 4, 5 and 6 into practice.

In addition to the formal teaching on the course we will encourage you to participate in additional, optional workshops and activities that will enhance your learning and employability: digital learning platforms; guest speakers; engagement with external organisations and event; workshops and masterclasses, that will prepare you for elements of the course that may be competitive in nature (pitching and commissioning of work); teaching on the programme promotes equality of opportunity and insists upon treating every student with dignity and respect.

Staff are adept at fostering individual aspirations and provide a nurturing learning environment for people from diverse backgrounds and who may have different educational needs.

The Institute of the Arts recognises that students come to the University with diverse and complex learning requirements and ensures that all students are given equal access to educational opportunities, skills development, as well as support and learning resources. You will be able to, at every level, tailor your assessments to your own skillsets and needs. Where the programme is predominantly one of campus-based learning, developed around face-to-face contact and group-based learning activities you will also be expected to engage with the University's Virtual Learning Environment (Blackboard), as well participating in periods of self-directed study.

Deadlines and organisation of production are instrumental to your success. To aid this there will be regular review of work, with the establishment of work screenings, where presentation of work will be a major element of reflective practice in production – these essential opportunities to show work to peer group, tutors and industry professionals to evince production, will help in your understanding of the diverse forms of summative and formative assessment used on the course – we will give you every opportunity to justify approaches and articulate thinking on project. You will be required to record feedback, and be discursive, as critique and feedback are some of the most important skills in media arts - the communication of work - concise narratives effectively communicated in the right idiom, where you are not trying to persuade but to explain clearly, listen and process what is being reflected back to you.

**Specialist Resources** - the degree will be taught through a variety of means, student practice benefiting from media arts access to our on campus specialist facilities and resourcing, including:

- a range of lens based acquisition -professional still and moving image cameras;
- audio recording and studio;
- 3D studio and computer lab;
- broadcast-standard standalone film/TV studio with 4K multi-camera production record and outside broadcast (OB);
- chromakey psyche in TV studio facility;

- professional editing and composite suites;
- screening room and cinematic projection;
- 3D computer lab and studio;
- production workshop.

You will also have use of bespoke technologies, including VR and motion-capture for research into 3D image capture, modelling and display etc.

### **Additional Costs**

There is no requirement for you to buy extra equipment and software for your studies, we will provide the resources and support services that will allow you to complete projects and production work throughout your academic journey. We would recommend the purchase of a personal laptop or computer, alongside portable drive for backup of work, as we believe that taking every opportunity to develop skillset and technique is highly important. You may also choose to invest in production resources and materials beyond what we provide, alongside your own copies of key texts, to further enhance their project work. To take part in some of the extra opportunities we offer, we would advise that being equipped with basic outdoor gear, art supplies etc. should also be a consideration. The Institute of the Arts and university have services such as an arts shop, library shop and reprographic printing studio to provide materials when you need them.

As emerging VFX artists and animators you can experience most of the industry standard software we will be utilising on the course by downloading fully working versions of the software, for free, through student licensing.

There are workshop and studio spaces for traditional animation production, and physical, on set and location production that require specific resources such as rostra and lighting etc. You will be able to work completely through University facilities and produce, full, industry quality outcomes, on professional, industry standard technologies and software. Animation and visual effects students also have access to the wider facilities offered at the Institute of the Arts including:

On campus we have:

- The Vallum Gallery, hosting a diverse programme of professional and student exhibitions with associated gallery talks and guest speakers;
- Linked-In Learning and professional online tutorial;
- specialist arts library and online eBook services, that the academic teams add to regularly making sure that the most current titles are available to you;
- photographic lab and resources (including access to professional analogue and digital equipment);
- The Stanwix Theatre main house and Studio Theatre hosting student performance, special events and hosting media arts studio practice;
- IT Support & Resources;
- Student Support Services (advising on academic support and resources, careers, finance, counselling, health and wellbeing and support for disabled students and those with specific learning requirements);
- fine arts studio, graphic design and illustration labs;
- life drawing and sculpture;
- reprographics facility and arts supply shop on campus;
- wood, metal, textile & print workshops.

From the start of the course, you will have experience of creating and experimenting with a range of

different pipelines and production processes and embed them in practice. We have given the course an industry outlook and the demarcation of roles reflect professional industry practice. Identification of specialism, will be key to your progression on the course. Active Learning is central to the exploration of individual practice, and participating in studio and production team give you more opportunities for to take part in workshops, take advantage of tutorials, and receive more cohesive feedback from tutors, giving you a better sense of group identity and community. A student-centred approach to teaching means that the academic team can get to know you as artists and support your creative and production interests. It puts us in an informed position when it comes to tailoring our approach to your learning and recommending you for any external opportunities that become available.

### **Opportunities for Enrichment:**

- Public exhibition of work - allows for a practitioner interpretation of work and improves the success of production outcomes – graduating project will be shown in festival and graduate showcase event.
- Guest speakers & workshops - offer added value to your learning experience where you can share your work with the professionals through workshop activities and screenings.
- Regional, national and international trips - are an important element of your learning experience. Having an opportunity to visit professional studio and set, and experience a range of different cultural events and places can help in your learning and production thinking.
- Live brief and external work – engagement with enhanced professional experiences sometimes external to course and module delivery.

The Institute of the Arts is a fantastic place to study. You will be working in a creative community surrounded by other media creatives as well as collaborative opportunities with visual artists, designers, filmmakers, games-designers and performers that are dedicated to creating a rich student and cultural experience.

### **Programme Design:**

*Level 4:* A distinct feature of studying at the University of Cumbria is that in level 4, first year, you will study two modules with all level 4 students of the Institute of Art. These modules are Cultural Contexts and Collaborative Practice. Cultural Contexts introduces you to a range of approaches to reading a diverse range of visual creative arts, and Collaborative Practice is a module where you will work with other students and embark on a problem-solving project practicing professional skills such as leadership, team-working and project management.

Also in the first year, we want you to engage in a series of core workshops and studio practice designed to introduce and develop key knowledge, technical skillset, and technique. Alongside this, and in definition of your production understanding, you will work collaboratively on a media arts live project.

There is an emphasis for this year is on building enthusiasm and confidence, instilling a practical problem solving ethos and developing foundational craft based skillset. An interdisciplinary shared practice on bespoke proprietary technologies and production will help you build a holistic awareness of industry and a growing confidence in specialism, as well as highlight specific disciplinary choices. This will give you a better idea of the requirements and prerequisites of practice and broader, integrated, understanding of how to more effectively, and professionally complete work.

*Level 5:* This year will look to develop ideation and conceptual skills, and allow you to be experimental in production creation and thinking. It builds on the foundational practice of level 4 and will build your confidence while progressing skillset and technique. In the second year, the development of key production skillset and research is in refinement of practice and a growing appreciation, and identification of specialism interests. Modules may include external collaboration and live brief. Throughout the year you will work on an independent project (negotiated) in tandem with critical 'studio' forum (tutor led). The focus on professional practice will support your production and conceptual thinking and help in your transition into independent research and preproduction for final

year project. This is an opportunity for you to build a practice that interests them and identify long term plans. The course will turn production interest into expert knowledge.

*Level 6:* The final year will look to tailor projects to your individual interests, specialism in practice and professional opportunities, supporting your thinking with high level technical skills and the development of industry level production outcomes - the final year of the course allows you to apply all the skills and learning from previous modules in creating the pre-production for a festival-ready film artefact based completely on your own ideas, aesthetic style, and technical skillset. Modules will support your production, research and development, script and storyboard, and experimentation with advanced technique in definition of final major project – you will graduate with a professional level skillset, clear career goals and a comprehensive understanding of contemporary animation and visual effects practice.

In recap, you will be encouraged to engage and respond to assessment briefs and other tasks, at every step of your academic journey, both critically and creatively. At Level 4, the focus is on personal development skills, knowledge and understanding. Level 5 has a focus on professional development skills, building confidence in practice, in line with industry and employer expectations. At Level 6 there is an increasingly tailored and personalised approach to learning, with a focus on employability and enterprise and graduate goals. The course develops high-level digital content creators who have analytical, interpretative, written and oral communication skills, and will embed project-management, research skills, team-working, leadership and independent working, into a professional portfolio that you will be proud of.

The course develops advanced subject specific and transferable skills, including high-order conceptual, literacy, communication, and research skills of value in graduate employment, or if you are planning to progress into postgraduate training or research

## **Programme Learning Outcomes**

By the end of this Programme learners will be able to:

1. You will develop nascent interests, technical knowledge and skillset in animation and visual effects, to a level that is consistent with a graduate profile of an emerging professional in the creative industries, or that will facilitate postgraduate study;
2. You will be a confident, flexible, resilient and adaptable creative practitioner who can work independently and collaboratively;
3. You will develop an imaginative and problem-solving approach to working productively and inventively;
4. You will have a portfolio demonstrating technical proficiency, specialism and skillset in animation and visual effects;
5. You will have a knowledge and understanding of animation and visual effects history, and be able to critically and contextually research, analyse, synthesise and review its place in culture and society;
6. You will have knowledge and understanding of current professional production practices and technologies, and a critical perspective that puts you in a position to shape the future of the creative industries;
7. You will have experience in a range of industry focused, research informed creative projects;
8. You will have developed a critical understanding of cultural diversity, inclusivity and accessibility within the creative industries and be able to apply this in your practice.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and workplace experience in the light of recent scholarship and current statutory regulations.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (CertHE) you will be able to demonstrate:**



**K1.** Imagination in the concepting, development and production for a range of screen-based production artefacts

**K2.** A rigorous approach to the acquisition of a broad knowledge base

**K3.** Knowledge, imagination and innovation in your approach to design development

**K4.** Knowledge of media theory, storytelling and narrative

**K5.** An engagement with production management requirements for successful production

**K6.** Knowledge of the industry systems, codes and conventions – core 'generalist' skillset

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**K7.** An awareness of your individual voice, and originality in the design and execution of ideas

**K8.** Critical awareness of the context in which the content for animation and visual effects is produced; and how individual practices relate to those of predecessors, contemporaries, peers and established practitioners.

**K9.** Technical fluency in a range of professional production equipment and associated software and systems

**K10.** Confidence as an innovative and creative thinker in the pitch and presentation of your ideas

**After 300 credits of study (BA) you will be able to demonstrate:**

**K11.** Professional knowledge of the principles, behaviour and dynamics of working in a team.

**K12.** Expertise and technical skills to communicate your vision to others involved in the concepting, development and production process

**After 360 credits of study (BA Hons) you will be able to demonstrate:**

**K13.** An autonomous, creative and professional approach to the specialism of your choice

**K14.** Critical awareness gained from contextualising your own work with a given framework, historical, cultural or generic.

**K15.** Able to be developed into lifelong learners with critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities

## **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (CertHE) you will be able to demonstrate:**

**S1.** An ability to evaluate and reflect on your own practices and assumptions

**S2.** Effective personal organisation and time management skills

**S3.** An appreciation of the benefit of giving and receiving feedback

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**S4.** Communication and literacy

**S5.** Competence in designing and initiating projects of your own

**S6.** Independent research skills

**After 300 credits of study (BA) you will be able to demonstrate:**

**S7.** A systematic understanding of the production pipeline and an ability to exercise significant

judgment in a range of situations

**S8.** Management skills – the ability to manage time and people (both oneself and others) successfully

**S9.** In practical context demonstrate a range of technical skills in accepted industry formats

**S10.** Confidence in evaluating and reflecting your own practices and assumptions

**After 360 credits of study (BA Hons) you will be able to demonstrate:**

**S11.** An ability to think systematically and strategically

**S12.** An ability to respond to a range of tasks inc. research and enterprise

**S13.** An ability to experiment with and challenge the conventions of form

## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-communication-media-film-and-cultural-studies.pdf>

QAA subject benchmark statement for Art and Design are available from the [QAA website](#)

ScreenSkills (Skillset) have informed the design of this programme, specific detail to be found here:

<https://www.screenskills.com/industry/animation/>

<https://www.screenskills.com/industry/vfx/>

<https://warwick.ac.uk/research/warwickcommission/futureculture/finalreport/>

**Creative [ScreenSkills](#) support skills and training for people and businesses** to ensure the UK Creative Industries maintain their world class position. They do this by influencing and shaping policy, ensuring quality and by securing the vital investment for individuals to become the best in their field and for businesses to grow.

Creative Skillset works with employers, individuals, trade associations, unions, learning and training providers, Government and its public agencies and other key organisations to ensure that the UK's Creative Industries have continued access now, and in the future, to the skills and talent they require.

QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland

The programme is also informed by the following internal reference points:

- Business Plan for the Institute of the Arts
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- [UoC Student Charter](#)
- [UoC Access and Participation Plan](#)
- Learning Teaching and Assessment Plan 2019-2022
- [Student Achievement Strategy 2019-2021](#)
- Institute of the Arts Employability Plan

## Graduate Prospects

The digital media industries continue growing at a remarkable pace and finding enough talented employees in these areas is difficult even now. 3D Animation and Visual Effects are at the forefront now in all forms of Media, ranging from Film, Animation and Games. The skill shortage has been noted repeatedly.

As a successful graduate of the BA (Hons) Animation and Visual Effects programme you will be able to access a variety of career options. A degree becomes a passport to enter an extensive range of careers throughout the creative and related film industries including advertising; digital designer; film directing, producer role; editor/technician; game artist; multimedia specialist; digital production designer, theatre/television/film; media engineer; special effects technician/technical director; broadcast production; freelance television/film/video producer as well as teaching and lecturing. According to Prospects\* (2021), six months following graduation, 75.8% of animation/VFX graduates are in employment, 49.4% "working in the arts, design and media." and 8.8% have embarked on further study. These statistics confirm to us that employability skills are central to student success post-graduation, in these fields, so we are proposing to embed professional skills and employability into the programme in every year.

### **Transferrable Skills:**

- Team management and leadership
- Negotiation and communication skills
- Self-reliance
- Working with others
- Planning and production management
- Presentation skills
- Critique, reflective practice and evaluation
- Research, critical and analytical skills
- Problem solving

With various progression routes as well as media industry careers, including freelance portfolio work, graduate training schemes, teaching & lecturing and postgraduate education.

\*<https://www.screenskills.com/media/3883/2020-08-10-employer-and-hirer-survey.pdf>

Research indicates that 47% of companies in the visual effects, animation and video games industry were experiencing a skills shortage - compared with 5% of employers across other areas of the UK economy.

According to a recent BFI UK Screen Alliance report to Government committee there are some 12,000 FTE employees in the UK Visual Effects and Postproduction industry, approximately half employed as artists and technical directors, and the other half made up all other production roles, including co-ordinators, producers and other support staff: *"The UK's VFX industry is highly regarded in a fiercely competitive global market and attracts inward investment particularly from the USA on Hollywood feature films and box-set dramas for streaming video on-demand platforms."*

<https://www.ukscreenalliance.co.uk/subpages/the-vfx-workforce/>

IBC365, an online community platform providing business knowledge for the global media, entertainment and technology industry, determine that the versatility of the VFX and Animation industries provides an opportunity to production in the face of recent events *"Managing VFX production*

*effectively is even more critical as both multi-facility collaboration and remote working become routines across film and TV”* , and that while the UK has a “world renowned Visual Effects Sector”, the impact of Brexit means that the industry will be hit with a “chronic” shortage of skilled workers. Articles share that the number of overseas workers has increased from previous years, with Visual Effects recruiters saying there is a global shortage of highly skilled artists and strong competition to attract them. In the UK, the industry and government have invested in the NextGen Skills Academy and developing apprenticeship programmes to support the demand, alongside Government supported investment through organisations like [ScreenSkills](#). There are good relationships between Visual Effects and animation companies and UK universities already, with some being encouraged to becoming ‘centres of excellence’ to rival European counterparts. We would hope to develop strong relationships with these initiatives and investment opportunities.

<https://committees.parliament.uk/writtenevidence/7302/html/>

The Government has also promised sizeable investment in the creative industries in a sector deal through the Department for Digital Culture, Media and Sport. VR, AR, digital installations, gaming and film, alongside large-scale R&D projects will receive a large proportion of this funding.

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/animation>

<https://www.prospects.ac.uk/job-profiles/vfx-artist>

The course helps define transferrable skillset and technique for students undertaking this course so that opportunities, and careers in related fields and disciplines post-graduation are clear. Film industry practice is increasingly looking to remote, smaller, independent studios for franchised production, and the students will graduate with skills that will appeal to smaller companies that require motion graphics or promotional broadcast material for instance; other related fields include medical, product or architectural visualisation etc. as the demand for 3D and production skills increasingly diversifies.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you will be part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support allow for equal and equitable opportunities for you so that you can realise your full potential and become autonomous learners. The University of Cumbria’s Learning, Teaching and Assessment Strategy sets out clear aspirations and commitments for students. Graduates from this institution are enquiring and self-reliant, confident and capable, professionally ready, responsible individuals that are ambitious and proud. You will find learning environments that will both support and challenge you, explore ideas in and around your discipline, enabling you to grow and develop so that you become adaptable and reliable creative practitioners.

Module content allows concentration on single topics and technique at a time, initially where we provide supporting assets or pre-built scene files, etc. to enable this to happen, and then develop teaching and learning over subsequent semester/years developing your own assets, and then production idea, to build to a position where you will be able to achieve your own professional production. This building of core principles and staging of key concept in this way will allow you to build on fundamental practice and understand the principles of achieving quality results by concentration on technique.

The introduction of fundamental practice, technique and skillset, alongside work on proprietary software and technologies can be overwhelming - the aims of the course, especially at Level 4, look to develop your confidence in practice, from first renders to advanced principles. We have focused on specific areas of technique, the course being built around an understanding of attainment and ability so

that you can demonstrate understanding in multiple diverse production scenario. These activities are designed to make you feel part of the learning community. The University experience is as much about learning from, and with, your peers as learning from tutors. Our curriculum is designed to offer the best of online and traditional teaching methods to offer the most rounded learner experience.

To succeed in the creative professions, individuals need to be highly skilled, competitive and independent. As well as developing the knowledge and skills necessary to enter your chosen discipline, the programme seeks, from day one, to inculcate the strong professional ethos and values which mark University of Cumbria graduates out in the workplace.

### **Learning and Teaching**

BA (Hons) Animation and Visual Effects uses a variety of LTA approaches such as lectures, demonstrations, seminars, workshops, critique reviews, pitching and one to one feedback tutorials to monitor the progress of various projects. You will also undertake self-directed research and within the VLE environment, participate and engage through forums, seminars and lecture as part of a dynamic learning community. This experience is enhanced by a variety of innovative approaches to learning, teaching and assessment, including social media and the use of online technologies/systems. The course will be delivered via a blended approach; the programme has been designed to use a range of contemporary teaching approaches that offer you the freedom to access course materials at the time of your choice, alongside a requirement for flexibility and an ever-evolving industry view in how 'practical' production is taught.

Using both an asynchronous and synchronous teaching programme will allow you to engage in experiential learning for concentrated periods. In conjunction to this, the programme will include the use of traditional seminar, classroom and studio activities, alongside experienced academics giving you real time feedback, peer interaction and engaging you as part of a learning and creative community.

#### **Example of Teaching Activities & Tools**

##### **Asynchronous Lectures and Presentations**

- |            |   |
|------------|---|
| Including: | Video Lectures  |
|            | Podcast Style Lecture   |
|            | Interactive Flipped Classroom (with Gamification at its core) |
|            | Tasks   |
|            | Forums and Discussion Boards                                  |

These activities are designed to fit in with your schedule, allowing you to access at a time that suits you and are resources you can return to.

##### **Synchronous Lectures and Presentations**

- |            |                                    |
|------------|------------------------------------|
| Including: | Small Group Seminars               |
|            | Integrated studio and lab practice |
|            | 1:2:1 Tutorials                    |
|            | Group Task                         |
|            | Team Projects                      |
|            | Workshop and masterclass           |

## Screening of work

These activities are designed to make you feel part of the learning community as well as offering flexibility to fit in with your personal schedule and the provision of production space and studio. The University experience is as much about learning from and with peers as learning from tutors and the programme design reflects this ethos. The curriculum is designed to capture the best of online and traditional teaching methods, to offer the most rounded learner experience to students engaged in the programme.

We use a variety of methods and approaches to learning and teaching to make sure you develop appropriate concepts, knowledge, technique, skillset and understanding of practice. These include study skills, research methods, critical and analytical abilities, and your ability to manage your time, plan and organise your work. Our learning and teaching methods allow you to develop both social and independent learning techniques.

- Lectures are used by tutors using a variety of media as support. You will be expected to take notes, ask questions and contribute to group discussions;
- Seminars will explore lessons in greater depth with both tutor and student-led formats. These sessions will require you to engage in research, connect theory to practice and help develop a broad base of transferable skills.
- E-learning and Blackboard VLE are online platforms where project briefs, timetables and lecture notes can be accessed, as well as module assessments, submission portals, and summative feedback. You will also have opportunities to share in diverse classroom networks and share materials and learning collaboratively in online classroom.
- Practical workshop sessions and masterclasses will provide the opportunity for tutor-led practical activities, designed to allow you to focus on, and experiment with specialist skills development and technique.
- Experiential Learning (learning through reflection on doing) is a key element of your creative practitioner development. You will learn to improve your practical skills through a continuous cycle of applied practice, feedback and reflection.
- Tutorials provide individually tailored feedback. They can range from one-to-one to small group situations. They will be scheduled into timetabled sessions and as the course progresses you will be encouraged to request tutorials with specialist tutors for more involved feedback reflecting the advanced level at which you are working.

We write projects and set tasks that allow you to experience, develop and reflect a broad range of learning.

Independent Learning forms a natural and expected extension of the formal aspects of the course. Your success will be dependent on your willingness to develop, experiment with, and extend the concepts and approaches introduced in workshops, in the application of your independent judgment and in projects that extend beyond the classroom. It is only with continued application that lasting and effective progress in your chosen field can be made. In order to support the needs of diverse learners that underpin the programme's ethos of inclusivity, the programme uses a variety of assessment strategies that test and foster the development of a wide range of key critical and practical skills including critical reflections, research portfolios, the documentation of individual practice and project proposals.

### **Summative and Formative Assessment**

The five main principles learning, teaching and assessment strategy are a clear understanding and recognition of the criteria for success; regular formative feedback; opportunity for reflection; personal goal setting and detailed summative assessment. As such we have designed a programme where

enquiry and curiosity are the starting points for your learning journey. Where possible, across all the practical modules, we have adopted learning and assessment methods that mirror real-world practice. This means that we set work and design projects in tune with the demands of real-world environments to give you the opportunity to gain experience of working in a manner that mirrors potential future working-place environments. Assessment is either formative or summative. Formative assessment responds to your developing work and summative assessment is a formal response to your finished work. Summative assessment is graded; formative assessment is not.

As an undergraduate you are continually involved in the assessment of your own work, and that of your peers. You will be required to develop interpersonal and team working skills. The range of learning, teaching and assessment methods used enables different aspects of your knowledge to be developed and tested. As well as testing what you know and can do at the end of a module (summative assessment), you'll get regular advice and guidance while your work is in progress (formative feedback) through one-to-one, peer-to-peer and group tutorials where you will have the opportunity to and production, that structured guidance that will help you achieve the best possible results.

- critical reflection;
- group work;
- individual presentations;
- workshop and practical skills tasks;
- practical production;
- essays and written work;
- feature writing;
- research portfolios;
- reflection of creative actions;
- editing.

Via these activities advice and guidance is given while the module is still in progress (formative feedback). Within the programme as a whole, you will be supported in engaging with assessment tasks which are appropriate to a particular level of achievement and which move you towards becoming an independent learner.

A wide range of authentic assessment types are used in order to develop a full range of work-related skills, eg industry led 'live brief', project development both individually and part of a team. This variety of methods ensures the practice, and assessment, of key and graduate skills build a comprehensive awareness of the industry and your potential employability post-graduation. Specific examples of this:

- Module Work Book, bespoke eBooks (electronic handbooks and project record/document), containing information, formative tasks, self-grading exercises, embedded video clips, etc. to assist in specific modules ILO's but also to enhance a culture of independent learning;
- Presentations/Pitching, where you are able to show work to tutors and peers in advance of assignment submission;
- Seminars & Project Surgeries, a series of developmental seminars run where you review and comment on each other's work, guided by tutors;
- Review of portfolio/blog/screenings of 'dailies', regular feedback tutorial opportunities recorded in process of identifying your understanding of practice, materials and creative processes.

All of these activities promote learning partnerships between you, your peers and the staff. This innovative combination allows you to rapidly upskill and prepare for the exciting prospect of working in the Animation and VFX industry, the combination of online workshopping and asynchronous activities

reflecting how the industry is currently developing.

### **Assessment Rubric**

Rubrics are connected to each individual module and respond to the learning outcomes. Students are provided with carefully formulated disaggregated marking criteria so that they can understand what tutors are expecting from them when they mark student assignments. Supplemental guidance and marking guidelines will be provided to you so that you can clearly determine our expectations of your work, and project assessment criteria. Assignment deadlines are staggered throughout each semester in order to facilitate your time management and to avoid the 'bunching' of submissions. Feedback is detailed and corresponds with University marking criteria and specified learning outcomes.

### **Module Size and Structure**

Each module of the degree is either a 20 or 40 credit module. 20 credit modules are shorter and explore specific technique, specialist knowledge and skills evinced through shorter, focused projects. Longer 40 credit modules allow you to combine skillset and storytelling to extended projects that mirror industry processes and practice.

Our approach to teaching encourages active learning. Unlike the traditional, predominantly lecture based approaches to teaching, which tend to encourage passive learning.

## **Student Support**

We will provide responsive learner support that will promote your success. Our approach is designed to support achievement and progression, champion inclusivity and accessibility, preparing you for opportunities beyond study, and promote independence and resilience, enabling you to realise your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Staff support you to learn in ways that reflect industry standards, for example you pitch your project ideas and technical equipment requirements to a panel of staff for advice and feedback, a process called 'Production Boards' as part of your practical modules.

### **Induction**

The Institute of the Arts is a fantastic place to study. You will be working in a creative community surrounded by visual artists, designers, filmmakers and games-designers dedicated to creating a rich student and cultural experience.

On your programme you will undergo all the training you need through rigorous induction in the specialist media spaces, digital rooms, workshops and technical resources that support your learning.

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, progress reviews and other support as outlined in the Personal Tutoring Policy.

You will be supported throughout your degree no matter what level of experience or ability you have. Your personal tutor will meet with you each semester and review your academic development and work with you to plan where you would like to progress. Our student services, located on every



campus, contribute to your studies with academic skills workshops, individual and group tutorials designed to address an issue you may like more help with, and other well-being services. This support is invaluable to all students and scaffolds the learning that takes place on the programme.

Should you need to see a tutor for information or a question about a module you should speak to or email the module tutor. If your question is about the programme you should speak to or email the programme leader. On occasion, academic staff will undertake research activities in order to stay current and contribute to the most contemporary and relevant learning environment. If you have a personal academic query and your Personal tutor is absent on research leave, you should speak to a module tutor you feel comfortable with and they will be able to advise of the best person to address your query.

### **Library Services and Academic Skills**

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: [skills@cumbria.ac.uk](mailto:skills@cumbria.ac.uk)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtually. Visit [Skills@Cumbria](#) for more details.

### **Headstart**

[Headstart](#) is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the [Skills@Cumbria](#) tab and then the

Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Student Support Services**

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

## Career Ahead+

The Career Ahead+ Awards (Bronze / Silver / Gold) are embedded into modules.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk) or visit [www.cumbria.ac.uk/careerahead](http://www.cumbria.ac.uk/careerahead) for more information.

**Chaplaincy:** Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

**Disability and Specific Learning Needs:** The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

**Health and wellbeing:** Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

**UoC Active:** Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

**International Student Support:** Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: [intss@cumbria.ac.uk](mailto:intss@cumbria.ac.uk)

**Money Advice:** The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

## Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union.

The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at

[www.ucsu.me/support](http://www.ucsu.me/support)

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	AVFX4001	Animation And Vfx Pipelines	40	Compulsory	K1, K2, K3, K5, K6, S1, S2 & S3
4	UCIA4030	Cultural Contexts	20	Compulsory	K1, K2, K4, S1, S2 & S3
4	AVFX4102	Action, Character & Performance	20	Compulsory	K1, K2, K3, K4, K5, K6, S1, S2 & S3
4	AVFX4103	Virtual Stagecraft	20	Compulsory	K1, K2, K3, K4, K5, K6, S1, S2 & S3
4	UCIA4020	Collaborative Practice	20	Compulsory	K1, K2, K4, S1, S2 & S3
5	AVFX5001	Shot To Screen	40	Compulsory	K7, K8, K9, K10, S4, & S5
5	AVFX5101	Script, Storyboard & Previs	20	Compulsory	K7, K8, K9, K10, S4, S5 & S6
5	AVFX5102	Experimental Narrative & Concept	20	Compulsory	K7, K8, K9, K10, S4, S5 & S6
5	AVFX5103	Animation And Vfx Cinematography	20	Compulsory	K7, K8, K9, K10, S4, S5 & S6
5	MDIA5007	Professional Development	20	Compulsory	K7, K9, K10, S4, & S6
6	AVFX6001	Research Brief	40	Compulsory	K11, K12, K13, K14, S8, S9, S10, S11, S12 & S13
6	AVFX6101	Production Review	20	Compulsory	K11, K12, K13, K14, S7, S8, S9, S10
6	AVFX6000	Professional Studio Project	40	Compulsory	K11, K12, K13, K14, K15, S8, S9, S10, S11, S12 & S13
6	SCR6102	Festival And Exhibition	20	Compulsory	K11, K12, K13, K14, K15, S8, S9, S10

## Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

This programme uses a 40 credit module structure in all years, this allows for larger / sustained assessments with a greater emphasis on creative development and on modelling process and outcomes on industry practice.

The 40 credit modules are specifically designed to encourage you to develop your personal management skills and give you the opportunity to experience practice more closely related to the timeframes and conditions experienced in the media/creative industries. You will be well supported on these modules with stop-reviews, timely formative assessment points and interim objectives that monitor progress, encourage reflection and guard you against failure.

Larger modules of 40 credits are recognised, by the QAA, to be typical in Arts programmes, and embrace the pedagogic approach to encourage work on significant bodies of work reflective of industry.

A failed student will not be permitted to re-register on the same programme.

## \* Key to Module Statuses

Compulsory Modules	Must be taken although it may be possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
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Programme Delivery Structure: Full time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Semester / Year-Long		
AVFX4001	Animation And Vfx Pipelines (40)	Year-Long	Practical Skills Assessment & Technical Report (Pass/Fail)	May Week 36
UCIA4030	Cultural Contexts	Autumn Semester	Set Exercise (30%) Written Assignment (70%)	December Week 12
AVFX4102	Action, Character & Performance (20)	Autumn Semester	Project Work (50%) & Presentation (50%)	January Week 16
AVFX4103	Virtual Stagecraft (20)	Spring Semester	Portfolio (50%) & Project Work (50%)	May Week 36
UCIA4020	Collaborative Practice	Spring Semester	Project Work (100%)	May Week 36
Students exiting at this point with 120 credits would receive a CertHE Animation and Visual Effects				
AVFX5101	Script, Storyboard & Previs (20)	Autumn Semester	Portfolio (100%)	January Week 16
AVFX5102	Experimental Narrative & Concept (20)	Spring Semester	Project Work (80%) & Report (20%)	May Week 36

AVFX5103	Animation And Vfx Cinematography (20)	<b>Spring Semester</b>	Project Work (60%) & Set Exercise (40%)	May Week 36
AVFX5001	Shot To Screen (40)	<b>Year-Long</b>	Presentation (20%) & Project Work (80%)	May Week 36
MDIA5007	Professional Development (20)	<b>Autumn Semester</b>	Presentation (50%) & Research Portfolio (50%)	January Week 16
<b>Students exiting at this point with 240 credits would receive a DipHE Animation and Visual Effects</b>				
AVFX6001	Research Brief (40)	<b>Autumn Semester</b>	Portfolio (100%)	January Week 16
<b>Students exiting at this point with 300 credits would receive an Ordinary BA Animation and Visual Effects</b>				
AVFX6101	Production Review (20)	<b>Autumn Semester</b>	Project Work (60%) & Presentation (40%)	January Week 16
AVFX6000	Professional Studio Project (40)	<b>Spring Semester</b>	Project Work (80%) & Report (20%)	May Week 36
SCR6102	Festival & Exhibition (20)	<b>Year-Long</b>	Project Work (100%)	May Week 36
<b>Students exiting at this point with 360 credits would receive a BA (Hons) Animation and Visual Effects</b>				



<b>Methods for Evaluating and Improving the Quality and Standards of Learning</b>	
<b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> <li>• Student Voice meetings</li> </ul>
<b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b>	<ul style="list-style-type: none"> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> </ul>

<b>Date of Programme Specification Production:</b>	January 2021
<b>Date Programme Specification was last updated:</b>	March 2025
<b>For further information about this programme, refer to the programme page on the University website</b>	

<b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b>	
<b>Is the placement requirement more than 50% of the programme?</b>	No
<b>If yes, what % of the programme is the placement requirement?</b>	n/a
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of</b>	n/a

<b>Education requirements?</b>	
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