Bournemouth University

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Media and Communication
Final award(s), title(s) and credits BA (Hons) Computer Animation Art and Design with Placement (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5 / 120 Credits, ECTS 60 Level 6 and successful completion of a placement) BA (Hons) Computer Animation Art and Design Full Time (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5 / 120 Credits, ECTS 60 Level 6)	
Intermediate award(s), title(s) and credits Cert HE Computer Animation Art and Design (120 Credits, ECTS 60 Level 4) Dip HE Computer Animation Art and Design (120 Credits, ECTS 60 Level 4 / 120 Credits, ECTS 60 Level 5)	
UCAS Programme Code(s) (where applicable and if known) W615	**HECoS Code(s) and percentage split per programme/pathway** 100057 (70%) 101214 (30%)
External reference points The UK Quality Code for Higher Education - Part A: Setting and maintaining academic standards - Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks), and - Subject Benchmark Statements - QAA Art & Design UG Benchmarks, 2016 - QAA Computing UG Benchmarks, 2016 Creative Skillset - Course Accreditation Guidelines - National Occupational Standards for Animation 2013 - The Core Skills of VFX Handbook	
Professional, Statutory and Regulatory Body (PSRB) links Eligible for accreditation by Creative Skillset. Not yet approved.	
Places of delivery Bournemouth University, Talbot Campus	
Mode(s) of delivery Full-time, Full-time sandwich (30 week placement)	**Language of delivery** English
Typical duration 3 years, or 4 years with a placement 1 year per level	
Date of first intake September 2017	**Expected start dates** September
Maximum student numbers 50	**Placements** All placements are optional. Students may choose to undertake a 30-week sandwich placement or an 8 week (40 day) 'short placement' between Level 5 and 6. Current practice is that students find their own placement with support from the Faculty Placements Team.
Partner(s) Not applicable	**Partnership model** Not applicable

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Author R. Yousefzadeh

PROGRAMME STRUCTURE

LEVEL 4		LEVEL 5		LEVEL 6	
S1	S2	S1	S2	S1	S2
Introduction to Production Tools (COMMON) 20	Computer Animation Production 1 (CAAD) 20	Computer Animation Production 2 (CAAD) 20	Group Project (COMMON) 20		FMP and Dissertation (COMMON) 60
Narrative Strategies (CAAD) 20	Design for Production 1 (CAAD) 20	Design for Production 2 (CAAD) 20	Advanced Moving Image Theory and Practice (CAAD) 20	Masterclass (COMMON) 20	
Fundamentals of Design (CAAD) 20	Moving Image Theory and Practice 1 (COMMON) 20	Option 1 20	Option 2 20	Research and Development Project (COMMON) 20	Option 3 20

This map shows the order in which the units (listed in detail below) will be delivered across Levels 4, 5 and 6.

Programme Award and Title: BA (Hons) Computer Animation Art and Design

Year 1/Level 4
Students are required to complete 6 core units.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Introduction to Production Tools	Core	20		100%		72	FMC V1.1	615100363
Fundamentals of Design	Core	20		100%		72	FMC V1.1	600100363 100587
Character Animation Production	Core	20		100%		30	FMC V1.2	615100363
Design For Production 1	Core	20		100%		72	FMC V1.1	600100363 (major) 100587 (minor)
Moving Image Theory and Practice	Core	20		100%		48	FMC V1.2	W600101214 100057
Narrative Strategies	Core	20		30%	70%	48	FMC V1.1	W600101214(major) 100729(minor)

Progression requirements: Requires 120 credits at Level 4.

Exit qualification: Cert HE Computer Animation Art and Design (requires 120 credits at Level 4).

Year 2/Level 5
Students are required to complete 4 core units and 2 optional units. There are a number of options; however, from the available optional units only a subset will be offered every year, depending on take-up and availability of appropriate resources.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Advanced Moving Image Theory and Practice (Moving Image Theory and Practice is pre-requisite)	Core	20		100%		48	FMC V1.2	600101214 100057
Design For Production 2 (Design For Production 1 is pre-requisite)	Core	20		100%		60	FMC V1.1	615100363(major) 100587(minor)
Group Project (Design For Production 2 is pre-requisite)	Core	20		100%		40	FMC V1.2	615100363 100812
Lighting and Rendering	Core	20		100%		48	FMC V1.2	615100363
Character Rigging	Option	20		100%		50	FMC V1.1	615100363
Visual Effects Acquisition	Option	20		60%	40%	48	FMC V1.1	615100063 100717
Personal Inquiry	Option	20		100%		7	FMC V2.2	615100363
Real Time Graphics Systems	Option	20		100%		48	FMC V1.1	I600100368
Technical Effects	Option	20		100%		48	FMC V1.2	615100368
Modelling and Texturing	Option	20		100%		48	FMC V1.1	100363
Scripting for DCC	Option	20		100%		48	FMC V1.0	

Progression requirements: Requires 120 credits at Level 5.

Exit qualification: Dip HE Computer Animation Art and Design (requires 120 credits at Level 4 and 120 credits at Level 5).

Year 3/Level P - Optional sandwich placement in industry/business

Progression requirements: Requires satisfactory completion of a minimum 30-weeks of work in industry/business, the successful completion of an e-Portfolio summary, and the timely completion of two appraisal forms. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

Students may also choose to undertake an optional 8 week (40 day) 'short placement' between Level 5 and Level 6.

Year 3/4/Level 6
Students are required to complete 3 core units and one optional units. There are a number of options; however, from the available optional units only a subset will be offered every year, depending on take-up and availability of appropriate resources.

Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Final Major Project and Dissertation	Core	60		100%		30	FMC V1.1	615100363(major) 101361(minor)
Master Class	Core	20		100%		20	FMC V1.1	W615100363(major) 101277(minor)
Research and Development Project	Core	20		100%		46	FMC V1.3	120100363
Digital Fabrication	Option	20		100%		40	FMC V1.2	615100368 100358
CG and Animation for Cultural Heritage	Option	20		100%		42	FMC V1.3	615100363 100805
Non-fiction Animation	Option	20		100%		48	FMC V1.2	615100363 101214
Digital Matte Painting	Option	20		100%		48	FMC V1.1	615100363

Exit qualification: BA (Hons) Computer Animation Art and Design.

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a 30-week sandwich placement.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The Computer Animation Art and Design programme aims to produce graduates who are going to serve predominately computer animation, computer games, and digital effects. The graduates from this programme will have a well-rounded knowledge of the design and aesthetic principles required in Computer Animation production. They will have the skills that will make them fulfil the role of computer graphics and animation artistic directors (AD), animators, and designers, visual effects artists, and visual effects supervisors in the fields of computer animation, computer games, and digital effects industries.

This programme aims to develop critically informed, agile and resourceful graduates, who:

- Have highly developed awareness of the Visual Aesthetic Principles and Practices for Computer Generated Images
- are critically aware of the debates and practices within Computer generated imaged in specific and Moving Images in general.
- Have the ability to choose the appropriate tools for specific aesthetic
- are able to communicate artistic and aesthetic intent to technical directors.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BU 2012-18 Strategic Plan is built around the concept of Creating, Sharing and Inspiring and can be better defined as:

- Creating the most stimulating, challenging, and rewarding university experience in a world-class learning community
- Sharing our unique fusion of excellent education, research and professional practice
- Inspiring our students, graduates and staff to enrich the world

Like all of the courses that are part of this portfolio, this course embraces all of these values and adopts every aspect of this agenda.

In line with the Curriculum Content section of the EDQ document 2B – Programme Structure and Curriculum Design Characteristics: Procedure, the development of graduate attributes including the following areas have been considered in the design of the course:

- Education including technology enhanced learning
- Employability, work-based learning and professional practice
- Research informed education
- Student engagement and co-creation
- Innovation, entrepreneurship and creativity
- Globalisation, internationalisation and sustainability
- Personal and professional development

At the very heart of the course is the concept of education, professional practice and research. All of the delivery is underpinned by industry practice in regard to curriculum design, right through to the production pipelines that students learn and consequently develop on their own terms. Research disciplines are taught and learned in specific units and these skills are utilised on other units throughout each programme. Teaching is at the centre of all of this work, and the NCCA prides itself on the quality of its teaching and organisation of its delivery to maximise student potential.

The NCCA has been at the forefront of utilising technology to enhance teaching and learning. Using platforms such as Shotgun (an industry standard file sharing and monitoring tool) enables staff to offer frame-by-frame feedback and annotation of student work. This happens as part of the ongoing review of student work-in-progress.

Staff also use tools such as Turnitin and video to give students a tailored and personal review of their work, which has been incredibly well received.

The inclusion of weekly visiting speakers enables staff and students to engage with practitioners on a scale that students in other institutions are unable to do. Networks with industry are incredibly strong and the fact that a huge number of people employed in the industry are NCCA graduates makes it very straightforward to maintain and build those networks. There is a huge loyalty to the NCCA and it is important that loyalty remains and is utilised to the benefit of current and future students.

Staff are able to go and work within some of the companies we regularly deal with, enabling them to come back to the classroom and share the skills that they develop whilst in the professional environment. Industry colleagues and partners make contributions to the NCCA Industry Advisory Board, where many subjects are discussed on a regular basis, including curriculum design.

Course accreditation from Creative Skillset also enables us to take advantage of their networks and guidance in order to ensure curriculum design is mapping to current and future thinking as far as possible.

Many staff that deliver on the courses are active researchers and bring that experience into the classroom. Through assignments and research oriented units, all students experience research and are able to see whether further work in that area is something they might develop in the future. Students work in groups for some of their marked assignments, allowing them to see and understand how major productions like those they will eventually work on are made. Teamwork is critical and that part of the student experience is critical to the success of NCCA graduates when they begin their careers.

Students are exposed to the world of work in all its facets. Getting a job in computer animation, games or visual effects is competitive, so students are made aware of the need to develop their skills and be in a position to demonstrate them in a way that enables them to challenge for opportunities. They are exposed to the reality that means they may need to work in a freelance capacity or even start their own business.

Students come from a wide range of countries and cultures, which does need careful management. However, the mix of cultures is seen as hugely beneficial to the student experience as it creates an incredibly interesting and vibrant student community that only serves to enhance the creativity of the group as a whole.

The Global agenda is further enhanced by the opportunities students have to visit events like FMX in Germany and meet with other students and professionals from around the world at our very own BFX Festival.

The NCCA has engaged with CEL (BUs Centre for Excellence in Learning) as part of the curriculum design process. More importantly, the Department will continue to work with CEL after validation in order to ensure the new courses are delivered and assessed in a way that enables students to have the very best experience they can when they come to BU to learn in the NCCA.

CEL has engaged Academic Learning Designers who will work with the Department to ensure that the programmes that have been designed are delivered in a way that is not only appropriate in terms of the discipline, but in such a way as to take advantage of the latest innovations in teaching and learning in Higher Education.

At all times, students are reminded that a professional attitude to their work, their colleagues and their lecturers is critical to their success. Recruiters from major studios go to great lengths to remind them that once they have the requisite skills, the next thing a company looks for in an employee is their ability to fit into their workplace with ease. In the kind of environment that most of the graduates will work, being a productive and valued member of a team is absolutely paramount.

The University's move to a common academic structure (CAS) began in the 2012/13 academic year, with all courses moving wholly into CAS or, in the case of some undergraduate provision, cascading through the period of an entire cohort's time on a course.

As part of this design, all NCCA Undergraduate degrees will move into CAS, with the exception of the Final Major Project and Dissertation Unit which is a recognised exception.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

As a general rule, time devoted to assessment should normally represent approximately 25% of the student learning time for a unit (i.e. 50 hours for a 20-credit unit), leaving the rest for specific programme-related activities, including lectures, seminars, preparatory work, practical activities, reading, critical reflection and independent learning. Across this programme, the average learning hours will equate to 60 hours per 20 credits. Although this is more than the institutional norm, it presents a reduction in contact compared to the existing programmes. This is to ensure students have sufficient time to learn and study. As a guideline, a 20-credit unit would normally require the equivalent of approximately 3,000 words in total.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

The BA (Hons) Computer Animation Art and Design provides opportunities for students to develop and demonstrate knowledge, understanding and skills described in this section. After their graduation, students will be expected to demonstrate self-direction, creativity and originality in tackling and solving problems associated with animation and design, and act autonomously in planning and implementing creative solutions at professional level.

After completion of Level 4 of the programme, CAAD students should have knowledge and understanding of the underlying production principles and practice in computer animation, as well as concepts and principles of creative and aesthetic design and practice.

Students at this level will be expected to be able to evaluate and interpret different approaches to visualising, modelling and animating ideas or concepts presented to them in the form of scripts, storyboards, or scenes. Students should also be able to place computer animation and film visual effects work in historical and aesthetic context.

After successful completion of Level 5 of the programme, a student should be able to demonstrate knowledge and critical understanding of well-established principles and visual craft skills and animation for production. This knowledge should be then extended into practical implementation in the form of production-led projects, and or personal artistic briefs. Students will be expected to understand the importance of practical limitations, in terms of time and the resources required, to successfully complete a given project. They should also be able to demonstrate ability to choose the appropriate tools for specific aesthetic outcomes and research in computer animation.

After successful completion of Level 6 of the programme, students are expected to demonstrate practice based research skill. The Final Major Project and Dissertation unit will act as a platform for cross disciplinary productions and encourage collaboration across programmes.

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme/level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the program/level learning outcomes:
A1 the evaluation and application of computer generated aesthetic practice; **A2** the analysis and creation of animation for computer generated moving images; **A3** the production of design elements for Digital Productions; **A4** the advanced analytical debates within theoretical discourses within the field of animation and moving images.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1-A4); • seminars (A1 – A4); • directed reading (A3, A4); • use of the VLE (A2 – A4); • independent research (for dissertation) (A1-A4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (A1 – A4); • dissertation (A1, A4).
B: Intellectual skills This programme/level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the program/level outcomes:
B1 develop a vocabulary of, and critical analytical approaches to, the Visual Form; **B2** contextualise and relate the visual form to associated technology and practices; **B3** apply appropriate research methodologies in the visual form; **B4** develop creative and innovative approaches to animation and design in CGI.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B4); • use of the VLE (B2 – B4); • independent research (for dissertation) (B1 - B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (B1 - B4); • dissertation (B1 - B4).
C: Practical skills This programme/level provides opportunities for students to develop practical skills:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:

<table>
<tr><td>C1 in the analytical application of traditional media to support project planning in creation of CGI productions;

C2 in “best-practice” approaches within the field of animation;

C3 in the ability to choose the appropriate tools for specific aesthetic outcomes;

C4 in the ability to communicate effectively personal artistic style and intent;

C5 in an advanced use of related technologies in the field of digital imagery.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (C1 - C3);
• coursework essays (C1 - C3, C5);
• independent research for empirical dissertation (C1 – C2);
• group exercises (C3 – C5).

Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework essays (C1, C2, C3, C5);
• dissertation (C1, C2, C4, C5).</td></tr>
<tr><td>D: Transferable skills
This programme/level provides opportunities for students to:</td><td>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</td></tr>
<tr><td>D1 work effectively as a member of a team;

D2 plan and execute visual productions to a given time-scale;

D3 communicate artistic and aesthetic intent to colleagues and clients;

D4 work effectively within a production pipeline.</td><td>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• lectures (D1 - D4);
• seminars (D1- D4);
• use of the VLE (D1 - D4);
• directed reading (D1- D4).

Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

• coursework essays (D1 - D4);
• dissertation (D1- D4).</td></tr>
</table>

LEVEL 5/DipHE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 the analysis and application of visual aesthetic principles and practices for computer generated images; **A2** the application of animation principles and practices for computer generated animation; **A3** the analysis of design concepts and practices for digital productions; **A4** the contemporary theoretical discourses of the aesthetic and the visual medium; **A5** the application of the tools for CGI.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1- A4); • seminars (A1 – A4); • directed reading (A1, A3); • use of the VLE (A4, A5); • independent research (for dissertation) (A1). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (A1 – A5).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 develop a vocabulary of, and critical analytical approaches to, the visual form; **B2** contextualise and relate the visual form to associated technology and practices; **B3** become familiar with research methodologies and their application in the visual form; **B4** develop creative and innovative approaches to animation and design in CGI.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 - B4); • seminars (B1 – B4); • directed reading (B1 – B4); • use of the VLE (B2 – B4); • independent research (for dissertation) (B1 – B4). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (B1 - B4); • dissertation (B1 - B4).
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 develop and demonstrate an analytical understanding of traditional media to support project planning in CGI productions;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 - C3);

C2 develop and demonstrate a critical engagement with the application and of "best-practice" techniques within the field of animation; **C3** develop and demonstrate the ability to choose the appropriate tools for specific aesthetic outcomes; **C4** demonstrate the ability to communicate effectively personal artistic style and intent; **C5** develop and demonstrate an analytical engagement with the advanced use of related technologies in the field of digital imagery.	• coursework essays (C1 - C3, C5); • independent research for empirical dissertation (C1 – C4); • group exercises (C4, C5). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (C1, C3, C5).
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 work effectively as a member of a team; **D2** plan and execute visual productions to a given time-scale; **D3** communicate artistic and aesthetic intent to technical directors; **D4** work effectively within a production pipeline.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1 – D4); • seminars (D1- D4); • use of the VLE (D1 – D4); • directed reading (D1- D4). Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (D1 – D4); • open book examinations (D1 – D4).

LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of*:*	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 research methods and languages used to discuss the moving image and art, science and technology; **A2** theories, concepts, and principles of computer animation and computer graphics algorithms and techniques; **A3** the principles and practice of computer animation and computer graphics production; **A4** the research, design and implementation of computer generated assets and tools with a production pipeline; **A5** technical direction and computer graphics and animation pipeline development.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (A1- A4); • seminars (A1 – A4); • directed reading (A1, A3); • use of the VLE (A4, A5); • independent research (A1).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (A1 – A5).
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 develop a familiarity with the fields of animation and computer graphics; **B2** understand and engage with discussions surrounding innovations and originality within the field of moving images and aesthetic practices; **B3** demonstrate a sound understanding of the theory that underpins computer graphics and animation.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (B1 – B3); • seminars (B1 – B3); • directed reading (B1 – B3); • use of the VLE (B2 – B3); • independent research (B1 – B3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (B1 – B3).
C: Practical skills This level provides opportunities for students to develop practical skills:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 in the successful use of software and tools appropriate to their discipline; **C2** and proficiency in the application of animation production techniques;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (C1 - C3); • coursework essays (C1 - C3, C4); • independent research (C1 – C4); • group exercises (C3).

C3 identify and apply the correct techniques for computer graphics and animation production pipe-line that satisfy an aesthetic style and production constrains; **C4** and demonstrate an understanding software design and implementation of computer graphics systems.	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (C1 - C4).
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 plan and execute visual productions to a given time-scale; **D2** communicate artistic and aesthetic intent to colleagues and clients; **D3** work effectively within a production pipeline.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • lectures (D1 – D3); • seminars (D1- D3); • use of the VLE (D1 – D3); • directed reading (D1- D3).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): • coursework essays (D1 – D3).

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: BA (Hons) Computer Animation and Art Design | Bournemouth University

PROGRESSION ROUTES

Not applicable.

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations. The University's Standard Undergraduate Assessment Regulations are available from: https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

This programme incorporates a one-year (30 week) optional sandwich placement, and the alternative option of an 8 week (40 day) 'short placement'. Those students who successfully complete the 30 week sandwich placement will be eligible for the award of full-time sandwich degree. Placements are not credit bearing and are not required for the award of intermediate qualifications.

Programme Skills Matrix

Core units in bold. All other units are options available to this programme.

	Units	Programme Intended Learning Outcomes																
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
LEVEL 6	**Final Major Project and Dissertation**	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Research and Development Project	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x
	Masterclass	x					x	x	x	x	x	x	x	x		x	x	x
	Digital Fabrication				x		x	x				x		x		x	x	
	CG and Animation for Cultural Heritage		x		x		x	x	x	x		x	x		x	x	x	
	Non-fiction Animation		x		x		x	x	x	x		x	x		x	x	x	
	Digital Matte Painting			x			x		x		x	x		x		x	x	x
LEVEL 5	**Modelling and Texturing**	x				x		x	x				x	x		x		
	Design for Production 2	x	x	x	x		x	x	x	x		x	x			x	x	x
	Advanced Moving Image Theory and Practice		x		x	x	x	x	x	x		x					x	
	Group Project	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x
	Character Rigging			x			x	x			x	x		x		x	x	x
	Visual Effects Acquisition			x			x		x		x	x		x		x	x	x
	Personal Inquiry	x	x		x	x	x	x	x	x		x	x		x		x	
	Real Time Graphics Systems	x					x	x	x		x	x	x	x		x		x
	Technical Effects			x			x		x		x	x		x		x	x	x
	Scripting for DCC			x	x			X		X	X	X		X		X		x

	Lighting and Rendering			x	x			x		x	x	x		x		x		x
LEVEL 4	**Introduction to Production Tools**		x					x			x	x		x		x		x
	Fundamentals of Design	x		x	x	x	x	x	x	x			x				x	x
	Design for Production 1	x		x		x	x	x	x	x			x		x	x	x	x
	Narrative Strategies	x			x	x		x		x			x		x		x	x
	Character Animation Production	x	x				x	x			x	x		x		x		x
	Moving Image Theory and Practice		x		x	x	x	x	x	x		x					x	

A – Subject Knowledge and Understanding
This programme provides opportunities for students to develop and demonstrate knowledge and understanding:

A1 the evaluation and creation of computer generated aesthetic practice;

A2 the analysis and creation of animating for computer generated moving images;

A3 the production of design elements for Digital Productions;

A4 the advanced analytical debates within Theoretical Discourses within the field of animation and moving images.

C – Practical Skills
This programme provides opportunities:

C1 in the analytical application of traditional media to support project planning in creation of CGI productions;

C2 in "best-practice" approaches within the field of animation;

C3 in the ability to choose the appropriate tools for specific aesthetic outcomes;

C4 in the ability to communicate effectively personal artistic style and intent;

C5 in an advanced use of related technologies in the field of Digital Imagery.

B – Intellectual Skills
This programme provides opportunities:

B1 develop a vocabulary of, and critical analytical approaches to, the Visual Form;

B2 contextualise and relate the visual form to associated technology and practices;

B3 apply appropriate research methodologies in the Visual Form;

D – Transferable Skills
This programme provides opportunities:

D1 work effectively as a member of a team;

D2 plan and execute visual productions to a given time-scale;

D3 communicate artistic and aesthetic intent to colleagues and clients;

D4 work effectively within a production pipeline.

B4 develop creative and innovative approaches to animation and design in CGI.	