Programme Title	BA (Hons) Animation
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 6 – BA (Hons) Animation
Interim awards	Level 5 – Dip HE Level 4 – Cert HE
UCAS Code	WQ15
QAA Subject Benchmark	Communication, Media, Film and Cultural Studies (2016) Computing (2016)
PRSB reference	
Mode of study	Full Time
Date produced/amended	Feb 2018
Course Leader	Daniel Dalli

Distinctiveness

BA (Hons) Animation

The Animation course will focus on character animation techniques, through a range of digital mediums, such as Film, Television, Games or Online platforms, with the use of 2D and 3D software. The course teaches students how to develop their artistic communication skills and rationale for their ideas, nurturing student's ability to define and analyse *Purpose* for all ideas throughout the course. In year one, students will study movement, emotion, humour and behaviour, whilst being encouraged to experiment and to improvise with ideas. They are given insights into the industry and are offered a blend of skills to learn and explore, including modelling, storytelling techniques, coding and life drawing. This gives them a sound understanding of the animation pipeline and workflows. In year two, students will continue to learn new skills such as character modelling and rigging whilst continuing to enhance their animation skills based on their own independent research and areas of interest within a range of sectors and styles. They are encouraged to collaborate and have the opportunity to work alongside other courses such as Games Design, Illustration, Music and Sound Design. This enriches the students' experience of working across different disciplines, whilst bringing their specialist skills in animation on a joint project. Professional skills and industry collaboration are honed further at this level, giving students the opportunity to work on live projects and meet industry guests through a series of masterclasses and workshops in preparation for their final year. In year three, students focus on enhancing their specialism as animators and widening and deepening their industry portfolio, whilst developing projects with other students for their final major project. They also investigate a topic related to Animation via the dissertation: one that they choose themselves and are motivated to research in depth.

This course nurtures students to be prepared to take up work in the animation industry as soon as they graduate by helping them to create their own unique portfolio of animation work. Students are taught how to develop creative responses to the briefs, while integrating both theory and context, to bring out a strong and individual creative vision. Students become increasingly independent and creative practitioners, as they engage through the programme, developing both initiative and strong communication skills. The course will encourage students to research and critically evaluate their position in the world, through different mind-sets and personal tutorials outside their specialism. Supporting the principle of "Cultivate" it is important to emphasise that the course not only teaches the professional skills, but the personal skills to adapt to the opportunities and challenges of today's world of work.

The Mindsets and Skillsets Manifesto: Five Principles

Ravensbourne developed its Mindsets and Skillsets Manifesto as part of an institution-wide Portfolio Review. This was the culmination of a significant process that included a broad literature review; various outputs from national and international conferences and institutional visits; a 'Futures in the Making Symposium' attended by academic faculty - featuring an industry panel and a second panel of high profile external academics; a '20 / 20 / 20 Visiting Lecture Programme'; and market analysis of existing courses and the university's academic framework. The final Manifesto also drew from the institution's Strategic Plan and the Director's post-2018 vision document.

The Mindsets and Skillsets Manifesto consists of Five Principles that creates the basis of a vision that informs a new academic framework, its new curriculum, and all course level learning outcomes. This Manifesto underpins the validation and revalidation documents presented here, and is briefly articulated in the following way:

1. **Cultivate / where the individual thrives**

   • Holistic Education: beyond the discipline

   • Life Skills: resilience, self-efficacy, multiple intelligence

Extending the norms of skills-acquisition and competency-based approaches Cultivate nurtures the creative individual beyond the academy, embracing the holistic notion of educating the whole person.

Critical life-skills are investigated and multiple intelligences explored through a model that supports professional and personal development to create and support resilient and inclusive individuals prepared for work in the ever-changing creative industries and for living with wider societal and cultural flux in the 21st century.

2. **Collaborate / where disciplines evolve**

   • Blurring Disciplines: petri dish for new thinking and practice

- Shape-Shifters: new practice demands new practitioners

The Collaborate model enables students with discipline-specific knowledge to apply their own creative thinking, design and media practices and methodologies and production techniques to interdisciplinary and transdisciplinary projects.

Interdisciplinary project models integrate subject knowledge and working methods from a range of disciplines to create synthesis of practice, whilst the transdisciplinary model creates new and extended disciplinary modes through the unity of intellectual and practice-based frameworks to reach beyond single disciplinary perspectives.

3. **Integrate / where education engages industry**

- Professional Modes: education mirrors industry

- Depth and Breadth: specialists and generalists

A model that integrates academic delivery with industry practice; enabling subject-specific, interdisciplinary student teams to replicate modes of working found within relevant professional models; the Production House in Film and TV, the Design Studio in communication and media design, the Fashion House in fashion and textiles, the Advertising Agency in advertising and promotion and the Architecture Practice in architecture and interiors.

Typically the Integrated Team, with each member assigned a specific role, works to a phased delivery that may include the Discover, Define, Develop and Deliver stages of the Design Double Diamond. Integrate challenges traditional constraints in the teaching of the solo practitioner and embraces the notion of disciplinary discovery and practice through team working.

4. **Advocate / where purpose meets practice**

- Citizen Practitioners: tackling real-world problems

- Self to Selves: from the individual to the collective

Putting purpose first, Advocate recognises the responsibility for creative education to address the unprecedented environmental, social and economic challenges facing humankind; tomorrow's designers and media practitioners are increasingly aware of their responsibilities as global citizens to engage with complex ethical issues related to climate change, social justice, interdependence, wellbeing and biodiversity.

Advocate puts studio projects and commercial and charitable industry commissions at the centre of the educational experience enabling students real-world opportunities to improve the communities in which they live and work and in turn begin to transform the wider world.

5. **Originate / where creativity meets technology**

- Mind-Sets + Skill-Sets: the dynamism of ideas + technology

- Applied Mastery: leveraging theory, practice and innovation

Sitting at the intersection of creativity and technology, Originate enables the merging of visionary mind-sets and skill-sets to provide provocative and challenging design and media approaches. The amalgamation of theory and practice, Originate embraces both integrated and agile design-thinking and design-doing practice and research methodologies to forge dynamic technologically-savvy and creativity-driven responses and solutions to given and self-directed industry-leading projects.

Programme aims

The main emphasis of the course is animation. Providing graduates with the knowledge and skills required to bring characters and stories to life.

An understanding of the fundamental principles of animation. Practising in both 2D and 3D techniques.

The study of movement and performance through life drawing and acting classes.

Analysing animation time-based narrative through storytelling and shot creation.

Research in to current workflows and technology, through a contextualised understanding of old and new techniques.

The ability to work independently on self-initiated projects across different disciplines, whilst collaborating on live projects with peers and with industry.

Developing skills outside a student's comfort zone. Possible areas such a character modeling, rigging and coding.

Preparing a student's personal and professional development to face employment and the life skills that challenge modern society.

Programme Learning Outcomes

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

On completion of the course students will be able to:

LO 1 Research/Inspiration

Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

Related Principle: ORIGINATE

LO 2 Concept/Ideation

Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

Related Principle: ORIGINATE
LO 3 Development/Prototyping Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process. **Related Principle: INTEGRATE**
LO 4 (Pre) Production Demonstrate systematic working knowledge, production skills, selection, application and understanding of a selection of processes, materials and methods that inform creative and academic practice. **Related Principle: COLLABORATE**
LO 5 Presentation /Storytelling For Influence Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work. **Related Principle: ADVOCATE**
LO 6 Critical and creative mindsets Evaluate a range of critical approaches in order to form an independent position **Related Principle: ORIGINATE**
LO 7 Employability Effectively employ professional transferrable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively. **Related Principle: CULTIVATE**
LO 8 Professional Identity Align your professional identity as a practitioner with a viable career context. **Related Principle: CULTIVATE**

Learning and Teaching methods	Assessment Strategy
Students will learn through a variety of teaching methods including: - Lectures - Seminars - Workshops - Masterclasses - Individual and Group Tutorials - Self-directed Study - Group Work	Student will have 2 main assessment points each term, on each level. 1. **Formative Assessment**. To take place half way in to the academic term. This is a key stage for each student to know how they are progressing with their work. This usually entails a one to one tutorial between tutor and student, to

- Pitching Sessions
- Live Projects
- Critiques
- Mentoring

Students will also be encouraged to document their research, analysis and development work through the use of:

- Blogs
- Reports
- Journals
- Individual and Group Presentations

Students will have access to multiple online resources including:

- VLE (Moodle)
- Cloud Rendering Software
- Gmail/Google Drive account
- Aula (TBC)

All the above will be encouraged and experienced throughout the three levels.

In level 4, students will be taught fundamental skills in animation through basic principles in term 1 to more advanced body mechanics in term 2. This will be supported with introductory skills to storytelling techniques in both 2D and 3D workflows. In term 3, the learning will be compiled to producing a short self-initiated narrative to conclude level 4.

In Level 5 students will experience collaborating with other disciplines in two elective units and exposed to new workflows in Term 1, including modelling and rigging, to gain a deeper understanding of their specialism. In term 2, students will continue advancing their animation skills building on level 1 units, in character performance and quadruped studies. In the final term, students will have their first experience working with industry, on live

discuss the work achieved so far and to make sure the student understands what is required from them to complete the unit successfully.

2. **Summative Assessment**. This is the final grading of the final submission handed in by the student. The work is marked by the tutor/s alone and the feedback is compiled and graded within three weeks of submission and returned to the student.

The above assessments can be conducted in a number of formats.

- One to one, in which feedback can be voice recorded and uploaded for the student.

- Students can take notes, or ask other students to attend and offer peer to peer feedback.

- Students may present in groups to the cohort, or directly to industry in a classroom setting, depending if the unit is a group project or not.

Other assessment methods may include:

- Personal tutorials conducted at each level.

- Evaluating research and project development through online resources and tutorials, especially in Level 6 when students are more independent and the work is specific to individuals.

- Students have also had to pitch their ideas to industry both

briefs and attending a host of masterclasses conducted by industry professionals, in preparation for their final year.

In level 6, students will become more independent as they prepare themselves for industry, compiling a personal portfolio, presenting themselves to the market both online and in person, by attending conferences, talks, festivals and entering competitions to gain recognition before graduating. This is to then lead to pitching their skills to their peers and to other cohorts to collaborate on a final major project that will be specific to their goals and personal development. Together with this, students will also complete a dissertation and made aware of how to survive and work as a freelancer.

remotely and on site.

- Students also have the opportunities to discuss and share their work and feedback, in review sessions after they have received their feedback back to the entire cohort.

Unit Code	Unit Title	Credits
Level 4		
C18101	Themes in Contemporary Culture	15
ANI18102	Animation Fundamentals	30
ANI18103	Modelling to Camera	15
ANI18104	Human and Creature Mechanic	30
ANI18105	Visual Narrative	30
Level 5		
C18201	Big Ideas and Philosophies	15
ANI18202	Character Modelling and Rigging	15
ANI18203	Animation Performance	30
ANI18204	The Animation Industry	30
EANI181	*Elective*: Character Development	15
EANI182	*Elective*: Animated Characters	15
CIE200	Cross-Institution Elective	15
Level 6		
C18301	Dissertation	30
ANI18302	Portfolio	30
ANI18303	Final Major Project	60
		360

Entry Requirements

Students will normally be expected to possess five GCSEs (grade C or above) or equivalent (including English) and also to hold at least one of the following or equivalent UK or

international qualification:

- 2 A Levels (grades A-C) or 4 AS Levels (grades A-C)

- 2 vocational A Level (grades A-C)

- Level 3 Foundation Diploma or National Diploma

- Advanced Diploma (grades A-C)

- International Baccalaureate (28 points or above)

Where an applicant's first language is not English, proof of competence in English will be required. For undergraduate and postgraduate programmes, this will normally take the form of an approved English language test at B2 level in the Common European Framework of Reference. Any test for proficiency in English must have been achieved within 18 months preceding the date of entry. Individual programmes may have higher language requirements. Ravensbourne's international department will advise applicants on the language requirements for particular programmes.

Selection Criteria

Ravensbourne will use a number of methods to assess an applicant's suitability for their course of choice. Primarily applicants are selected on the basis of:

- an applicant's prior academic achievement/qualifications and/or previous employment/life experience;

- assessment of the applicant's ability and aptitude to succeed on the course for which s/he has applied.

Students will be selected according to the generic criteria set out below:

Personal attributes

- shows commitment, enthusiasm and interest in the subject area
- initiative and problem solving
- ability to communicate

Creative process

- can generate ideas and use external sources to develop them
- ability to research an idea and follow it through to a finished product

Study skills

- can understand and organise information clearly
- can investigate and analyse information
- shows reasoning and intellectual curiosity

Professional skills

- has shown they can initiate and deliver projects
- can work in a team and with people with different skills
- has shown confidence with IT

Career aspirations

- · understands the relevance of the course to her/his career ambitions
- · understands current debates within industry

Accreditation of Prior Learning

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

Student Support	http://intranet.rave.ac.uk/display/SS/Student+Support
Assessment Regulations	http://intranet.rave.ac.uk/display/RA/Assessment+-+UG+and+PG

Course LOs	Level 4				Level 5					Level 6	
	Ani Fundment	Modelling toCamera	Human & Creature Mechanic	Visual Narrative	Char Mod& Rig	Animation Perform	Animation Idustry	Elective 1	Elective 2	Portfolio	FMP
LO1	x		x	x		x				x	x
LO2						x	x	x		x	x
LO3	x	x	x	x	x	x		x	x	x	x
LO4		x		x	x	x	x		x	x	x
LO5	x		x	x		x	x	x	x	x	x
LO6										x	x
LO7	x		x			x				x	
LO8		x			x	x				x	x

Description of the course

Animation BA (Hons)

Animation is communication through movement and narrative, covering a range of creative sectors both in the UK and globally. With a large percentage of the animation industry based in London, the animation course is ideally located to give creative individuals the opportunities to excel.

Careers

Animation graduates often work as 3D/2D generalists, as well as specialists in areas including animation, modelling and rigging. Our graduates are predominantly employed in the Film/VFX and Television sectors including companies such as Framestore, Dneg, MPC, Jellyfish and BlueZoo.

The Course

This course encourages you to think on your feet and respond to live and self-initiated briefs

to solve creative problems. Our students are adaptive thinkers who understand how animation can collaborate with other disciplines to form engaging ideas and stories.

We use a mix of practice and theory-based learning, including, seminars, workshops, industry masterclasses, individual tutorials and self-directed study. You will explore the medium using industry standard software and will produce an assessed portfolio of creative and professional work.

One of the top institutions in the UK for Animation - Animation Career Review, 2017

Academic Framework – Course diagram

	Term1	Term2	Term 3
Level 4 120 credits	Induction *(Inc. contribution from Theory)* 0 credits	C18101 Themes in Contemporary Culture 15 credits	
	ANI18103 Modelling to Camera 15 credits		**ANI18105 Visual Narrative** 30 credits
	ANI18102 Animation Fundamentals 30 credits	**ANI18104 Human and Creature Mechanics** 30 credits	
Level 5 120 credits	C18201 Part 1 *Big Ideas and Philosophies* *(7.5 out of 15 credits)*		C18201 Part 2 *Dissertation Proposal* *(remaining 7.5 out of 15 credits)*
	EANI181 or EANI182 *Cross Departmental 15 credits*	CIE200 *Cross-Institutional Elective* 15 credits	**ANI18204 The Animation Industry** 30 credits
	ANI18202 Character Modelling and Rigging 15 credits	**ANI18203 Animation Performance** 30 credits	
Level 6 120 credits	C18301 Dissertation 30 credits	**ANI18303 Final Major Project** *60 credits*	
	ANI18302 Portfolio 30 credits		