

## Programme Specification for BA (Hons) Animation

This document applies to Academic Year 2021/22 onwards

*Table 1 programme specification for BA (Hons) Animation*

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Honours
5.	<b>Programme title</b>	Animation
6.	<b>Pathways available</b>	Major, Joint and Minor.
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance</b>	Either full or part time
9.	<b>UCAS Code</b>	Options for current Joint Honours combinations and UCAS codes can be found at: <a href="https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx">https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx</a>
10.	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Subject Benchmark Statement: <a href="#">Art and Design (2017)</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	<p>January 2013.</p> <p>August 2017 – AQU amendments.</p> <p>August 2018 – AQU amendments.</p> <p>August 2020 – AQU amendments to Section 19.</p> <p>Nov 2020 – Dissertation-equivalent module noted on award map (AQU). New shared module added CMED3011. GAMA3003 removed.</p> <p>January 2021 – Excluded combinations updated at Level 5 (ANIM2005).</p> <p>Re-approved at DPR 2020/21</p> <p>August 2021 – AQU amendments.</p> <p>November 2021 – DFPR2103 available to JH pathway. CMED module codes updated to DMED (to reflect course title change for BA Digital Media Production).</p>

### 12. Educational aims of the programme

#### *Scope and characteristics of the Animation course*

The course is designed to develop students' knowledge and understanding of the subject and also develop practical skills in Animation. Underpinning the basic drawing ability and software skills, is a strong emphasis on development of a questioning attitude to increasingly demanding projects. Alongside research and critical skills, this is seen as vital to the development of the students' identity as an animator. The scope offers a balance between professional considerations and pedagogic elements. Students' individual, creative, reflective and questioning responses to their work are important objectives, and it is anticipated that, by developing these attributes, they will ultimately achieve the qualities of creative and professional and independence that will be vital for them successfully to

pursue their chosen career.

At level four, students are introduced to concepts and techniques in the subject through prescriptive teaching. This enables them, and the staff who teach them, to begin the process of identification of their strengths, weaknesses and identity as animators. These introductory modules embed theoretical and contextual aspects of visual communication and also familiarize students with processes of delivery and assessment.

This process is developed through level five, in which students become more independent as learners such that, at level six, they are able to engage with their subject through self-directed, and self-motivated, study, research and practice. The final exhibition within the Professional Practice module, represents the culmination of this learning journey, in which the student demonstrates their competence as a versatile professional animator, practising on a theoretical and contextual base that is broad and substantial and able to direct their work through a reflective, and honest, application.

*The key educational aims of the course are to:*

- harness students' interest in Animation to develop, broaden and contextualise their knowledge base of Animation and Digital Arts;
- develop students creative, imaginative, technical and problem solving skills to enable them to perform effectively and creatively in Animation and related industries;
- encourage students to appreciate relationships between concepts and practices, both within animation and with other subject areas;
- develop intellectual, practical & creative skills appropriate to future interests and needs in relation to further study, employment or both;
- develop students critical and analytic skills as well as their ability to derive and apply principles and concepts from practical digital media experience;
- produce students who exercise independent judgement, are self-reliant and have the ability to work co-operatively with others.

### **13. Intended learning outcomes and learning, teaching and assessment methods**

#### **Learning, teaching and assessment**

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.
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#### **Intended learning outcomes within the subject specialism:**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes relating to animation.

On successful completion of the course, students will be able to:

- understand the relationship between critical analysis and the practical application of animation;
- value the relationship between form and function and their relationship to concepts of usability and/or narrative;
- explore, analyse and solve design problems;
- use visual judgment and subjective aesthetics in development and production of work;
- understand the cultural, social & historical contexts in which animation operates;
- organise and communicate concepts in written, verbal, visual and virtual forms;
- work and co-operate with colleagues and clients;
- understand how to be an independent learner through critical reflection on their own work;

- articulate effectively, persuasively and accurately, in visual, oral and written forms;
- demonstrate personal responsibility, self-motivation and self-confidence to solve problems and take creative risks;

Students will develop these skills through the following teaching, learning, and assessment methods:

- Regular tutorials both in groups and individual
- Studio based environments, and workshops
- Engaging with planning and negotiating workload contacts in form of proposals.
- Engage with peer assessment and feedback
- Regular and in-depth written, and oral constructive feedbacks
- Use of formative, diagnostic assessments during the course of the production.
- Submission of project for summative assessment
- Reviewing and screening of films and practise involved in animation
- Develop and understanding of the culture of animation through research and investigation and examining current thoughts and trends
- Use of seminars and learning groups to discuss and develop and argument.
- To articulate both practical and contextual ideas in writing
- Working as an effective part of a production group
- Be a responsible member of a production group by producing work that contributes to the success of the production
- Present, pitch and defend ideas within production groups and wider peer groups
- Articulate ideas through writing a synopsis and treatment
- Compiling visual research journal, sketchbooks and a body of supportive work
- Defend ideas and develop those ideas through a visual format
- Engage with literature research, referencing, and research methodologies
- Compile and present this body of work in an appropriate manor for submission

#### **14. Assessment Strategy**

The Animation course sees assessment as an integral part of learning. As such consideration is given to how students develop skills in relation to the various forms of assessment required by the course – in terms of learning opportunities, formative assessment and feedback, and progression. The detail of this consideration is as follows:

1. A balanced integration of formative and summative assessments in the structure of all modules.
2. An appropriate range of assessment modes and tasks, such as:
  - Visual and written research
  - Presentations to the module group
  - Written learning journal
  - Essay or report

Where a module has several assignment elements and requires each to be passed before an overall pass mark is awarded, it shall be made explicit in the module document, and made clear to students before they commence the module.

3. A balance of assessment is designed over the course of a semester/academic year and reflected in the course assessment map.
4. Reliance on a single assessment point has been minimised with formative submissions and feedback throughout the course of the semester/s.
5. Regular formative feedback especially at level 4 aids learning. This is part of staged assessment strategy, to permit students to benefit from feedback and to re-work or develop further aspects of an assignment. This may include multiple learning assignments with learners submitting a section of their best work for grading.
6. 30 and 45 Credit modules have formative assessment and / or portfolio work to build scaffolding and feedback into the module.

## **Level Four**

At level four the course is more prescriptive, with an emphasis on the practice of craft skills and the assessment strategy reflects this by looking to test the learners continuous development of skills by providing the relevant scaffolding based on formative assessments entwined with regular summative assessments stressing improving much needed skills that will be required in later levels as tools needed to tackle the complex nature of animated form.

## **Level Five**

Based on QAA bench marks attributes and skills “anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity” level five design considers the need for the learners to experiment without the fear of being penalized for failure. Building on level fours assessment strategy of formative feedbacks and regular formative assessments and multiple smaller submissions the learners are encouraged to experiment in full knowledge that learning outcomes are to be assessed more than once during the course of the modules.

## **Level Six**

Combination of good craft skills and work based on rigorous experimentation and development aids the design of the level six is based on independent studies, where the last two years riggers are put into practice. While tutor input is somewhat less as the studies are driven by the learner, scaffolding is designed in form of early assessment points to ensure the correct structures are in place. These take the form of presentation and formal submission of proposal forms and interim reviews forming the main structure and support while allowing the learner to continue to work independently.

### **15. Programme structures and requirements**

The award map is located at Appendix 1 at the end of the document.

### **16. QAA and Professional Academic Standards and Quality**

The learning outcomes and design of the Animation Course have taken into account the Art and Design benchmarks established by the QAA in their Academic Standards statement of 2017.

4.1 The principal aim of undergraduate education in art and design is to facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the skills which equip and prepare students for continuing personal development and professional practice. An honours degree in an art and design discipline also confirms that the holder, in conjunction with conceptual knowledge and understanding, has acquired relevant technical knowledge and practical skills.

In accordance with the QAA Framework for HE Qualifications (2017), Honours degrees are awarded to students who have demonstrated the following qualities. These are matched, below, to the assessment criteria for Art and Design, of which Animation is a component course.

- 1) A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;
  - *Generating and selecting ideas*
  - Research and analysis of information, contextualization and/or critical thinking

- Communication
  - Process and/or concept development
- 2) An ability to deploy accurately established techniques of analysis and enquiry within a discipline
    - Research and analysis of information, contextualization and/or critical thinking
  - 3) Conceptual understanding that enables the student:
    - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
    - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
    - Generating and selecting ideas
    - Process and/or concept development
    - Research and analysis of information, contextualization and/or critical thinking
  - 4) An appreciation of the uncertainty, ambiguity and limits of knowledge;
    - Research and analysis of information, contextualization and/or critical thinking
  - 5) The ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).
    - Research and analysis of information, contextualization and/or critical thinking.
    - Collaborative and process management
    - Process and/or concept development

Typically, holders of the qualification will be able to:

- a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
  - Process and/or concept development
  - Communication
- b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
  - Research and analysis of information, contextualization and/or critical thinking
  - Process and/or concept development
- c) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;
  - Communication

*and will have:*

- d) qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
  - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
  - Collaborative and process management
  - Investigation, enquiry and visualization
  - Process and/or concept development
  - Research and analysis of information, contextualization and/or critical thinking

This award is located at Level 6 of the FHEQ.

## **17. Support for students**

The Animation Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial induction week programme which through a range of activities introduces students to their course, the staff who will be teaching them and the School. Students are for example invited to attend the School of Arts Fresher's Party in induction week.

During this initial induction week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the mandatory and optional modules to provide an overview of the programme. Direct entry students are provided with induction into mandatory and optional modules. This is followed by regular tutorials and mentoring for at least the first semester of their studies.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester.

#### **Level 4 Semester 1**

Week five (Progress week 1) is the designated time to meet the first years as group, This is followed by individual tutorials in the second Worcester Week.

#### **Semester 2**

Meetings are to be held during mandatory modules. Week 22 is designated group meeting to discuss module choices in preparation for level 5, and individual tutorials are held in week 24.

#### **Level 5 Semester 1**

Week five (Progress week 1) is the designated time to meet the 2<sup>nd</sup> years for individual tutorials with Week ten (Worcester week 2) designated for group meeting with 2<sup>nd</sup> years.

#### **Semester 2**

Meetings are to be held during mandatory modules. Week 20 is designated group meeting to discuss module choices in preparation for level 6, and individual tutorials are held in week 26.

#### **Level 6 Semester 1**

Week one group meeting to ensure student preparedness for rigours of independent studies, followed by individual tutorials along the semester during mandatory module (ANIM3013).

#### **Semester 2**

Individual tutorials during ANIM3013 based on the theme of "life after university".

Staff teaching students on module support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The [Disability and Dyslexia Service](#) within [Student Services](#) specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

## 18. Admissions

### Admissions policy

The Animation course, in line with the University policy, welcomes applications from motivated students with appropriate qualifications, traditional and non-traditional, academic and vocational. Our students come from diverse backgrounds and have a whole range of qualifications both from the UK and overseas. We consider applicants to our courses solely on the basis of their merit, ability and potential. We welcome applicants who hold alternative qualifications/experience different to those traditionally offered who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully. Although recent preparatory study at an appropriate level (e.g. an Access course) is recommended, students may be considered on the basis of prior evidenced professional/work experience and/or other assessment procedures, and the assessment of personal suitability. University Admissions Office staff will be able to offer information, advice and guidance on this process.

We will consider all information contained within the application form, or produced at interview. This might include past academic performance, predicted grades, personal statements, academic and personal references and any other evidence of skills, aptitude and potential to succeed. Relevant experience (particularly for professional courses where this may be required) is particularly valued.

### Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Shortlisted applicants are invited to attend for interview and to provide a portfolio of their work for consideration.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required

to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions procedures**

Applicants to the course are required to attend a portfolio interview to ensure eligibility, but perhaps more importantly for the teaching team to ascertain if Worcester can provide the right environment and the expertise for each individual to realise their aspirations. Prior to the interview each applicant is given a full tour of the facilities and teaching spaces students of the course use.

Full-time applicants apply through UCAS (W616)

Part-time applicants apply directly to University of Worcester (UW)

### **Admissions/selection criteria**

Students are expected to demonstrate a background in art, design or media and to provide evidence of this. Students must meet the following selection criteria:

- Attending an interview (for international applicants, and in exceptional cases submission of electronic portfolios along with answers to pre-determined questions can be arranged).
- Evidence of good drawing skills for communication.
- A passion for the subject.
- General knowledge and understanding of nature of the subject.

Would like to see evidence of, **but are not necessary** to be offered a place:

- Excellent communication through drawing.
- Evidence of life drawing experience
- Good selection of sketch books with substance (i.e. giving an insight to ideas generation and critical thinking through a visual approach rather than long annotations).
- Good knowledge of cultural and contextual aspect of the animated form, and its impact on contemporary media and arts.

Candidates are **not expected** to have evidence or experience of any practical Moving image evidence (live action film or Animation).

## **19. Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**



- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see section 18 above.

### Requirements for Awards

*Table 2 Requirements for Awards*

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

## **Classification**

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the [Taught Courses Regulatory Framework](#).

## **20. Graduate destinations, employability and links with employers**

### **Student employability**

The animation course's main focus in student employability starts at level five within ANIM2004 (Animation Production: Narrative Workflows) where learners are expected to engage with making a pitch, preparing for a group production and being able to discuss their production through writing of a synopsis and treatment. Furthermore there are opportunities for the learners to engage with live projects.

The Professional Practice module, at level six, is designed to focus students on considering their future careers, through an engagement with Animation and Animation related industries. These include:

- Visits by practitioners from various relevant industries, both national and regional to provide insight and to encourage networking.
- Work experience
- Engaging with live projects
- Cutting a showreel

The University-wide scheme of Careers week students with opportunities to engage with a range of advice and input from professionals working across a range of industries which graduates of this Animation may consider entering.

### **Links with employers**

Links with the industry reflect the diversity the course has to offer. These include both regional and national production houses and individuals. Their input to the course is varied, from visiting to lecture to the delivery of master classes and offering students short work experience placements. The list of these companies include:

- *Aardman, Bristol, Work placement.*
- *CharacterShop, Birmingham, Visiting lecture, work placement*
- *Salty Animation, Ludlow, Visiting Lecture*
- *Second Home Studios, Birmingham, Visiting lecturer*
- *Avoguosta Zourelidi, Animation Director, Bristol, Visiting lecturer*
- *Andrew Mills, Animator, Bristol, Visiting lecture*
- *Andrew Britten, VFX Artist, London, Visiting lecturer*

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in

associated course documentation e.g. course handbooks, module outlines and module specifications.

## Appendix 1 Award Map

Table 3 heading for course title

<b>Course Title: Animation</b>	<b>Year of entry: 2021/22 onwards</b>
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Table 4 award map for level 4

<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Designated (D) or Mandatory (M) or Optional (O))	<b>Pre-requisites</b> (Code of Module required)	<b>Co-requisites/ exclusions and other notes</b>
			<b>Joint Hons</b>		
ANIM1011	Animation Practices	30	M	None	None
ANIM1012	Concept Art Practices	30	M	None	None

### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include all mandatory modules.

Table 5 award map for level 5 joint honours/major/minor

Level 5							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))			Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Maj	JH	Min		
ANIM2004	Animation Production: Narrative Workflows	30	M	M	M	None	None
ANIM2005	Animation Techniques and practices	30	M	O	O	None	Excluded: GAMA2004
ANIM2003	Stop Motion	15	O	O	O	None	None
ANIM2015	Experimental Animation	30	O	O	O	None	None
DMED2005	Visual Effect	15	O	O	NA	None	None
DFPR2103	Experimental Film Production	15	O	O	NA	None	None

#### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

#### Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include ANIM2004 (30 credits) and ANIM2003 (30 credits).

#### Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include ANIM2004 (30 Credits).

#### Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include ANIM2004 (30 Credits).

Table 6 award map for level 6 joint honours/major/minor

Level 6							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))			Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Maj	JH	Min		
ANIM3010	Animation Negotiated Production 3	45	M	O	O	None	Taken in one semester. Excluded combination ANIM3027
ANIM3013	Pre-Production Practices (Dissertation equivalent module)	30	M	O	N/A	None	Excluded combination GAMA3013
GAMA3013	Pre-Production Practices	30	N/A	O	O	None	Excluded combination ANIM3013
DMED3011	Professional Practice	15	M	O	N/A	None	Excluded combination: DMED3004, GDES3012, DFPR3103, GAMA3003
ANIM3027	Animation Negotiated Production 2	30	N/A	M	O	None	Taken in one semester. Excluded combination ANIM3010

### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include ANIM3010 (45 credits) and DMED3011 (15 credit).

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above, to include ANIM3027 (30 credits).

Joint pathway students taking their Dissertation (or equivalent Project) in this subject must take ANIM3013 (30 credits) otherwise they must take GAMA3013, which is not a Dissertation (or equivalent Project) module.

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject, or take JOIN3001/2 where the Dissertation covers both joint subjects.

### **Minor Pathway Requirements at Level 6**

Minor pathway students must take either 30 or 45 credits from the table above.

### **Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

*Table 2 credit requirements*

<b>Subject 1</b>	<b>Subject 2</b>	<b>Award</b>
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons