

Course Title	BA (Hons) 3D Animation
Final Award	BA (Hons) 3D Animation
Interim Awards	Certificate of Higher Education in 3D Animation Diploma of Higher Education in 3D Animation BA 3D Animation
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	WQ15
HECOS code (with Subject percentage Splits if applicable)	100057 Animation (20%) 100363 Computer Animation and Visual Effects (80%) (https://www.hesa.ac.uk/support/documentation/hecos/)
QAA Subject Benchmark	Art & Design (2016) Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Blended <input type="checkbox"/> Online
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University campus <input type="checkbox"/> Online
Length(s) of Course(s)	3 Years FT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	September 2023
Date produced/amended	10/4/23
Course Leader	Dan Dalli
Course Development Team Members	Dan Dalli Sanjay Sen Alan Postings Neil Drabble
Course Administrative Contact	Charles Mullany

Course Description

The BA (Hons) 3D Animation course will focus on animation techniques, through a range of digital mediums including Film, Television, Games and Online Platforms. Utilising the skills of storytelling and narrative the course teaches students how to develop their artistic communication skills and rationale for their ideas, nurturing students' ability to be adaptable

and creative. Defining *Meaning* and *Purpose* for ideas throughout the course, is essential to the student's development and success.,

In level four, students will study key animation fundamental skills, including timing, posing, movement and behaviour through research and reference. Students will be encouraged to experiment and to improvise with their ideas to bring a distinctive touch and to take onus of their work. Students are given insights into the industry through guest speakers, tasks set by practitioners and receiving feedback directly on their work. A blend of skills will be explored, including visual language, storytelling techniques and drawing, whilst theoretically exploring their subject through a range of mediums and techniques. The modules are designed to build a sound understanding of the animation pipeline and workflows at an early stage in preparation for levels 5 and 6 as well as opportunities to learn alongside other courses relevant to their subject.

In level five, students will advance their skills in animation, looking at performance through acting workshops, dialogue, and emotions, together with new skills in rigging and preparing for industry. Professional skills and industry engagement are honed further at this level, giving students the opportunity to work on live projects and with mentors. Students will also start to work independently depending on their knowledge, their areas of interests and their skills that are relevant to the different sectors. Industry guests will continue to support the modules, through a series of masterclasses and workshops in preparation for their final year. In addition, to this, there will be an opportunity to engage with work-based learning.

In level six, students focus on enhancing their specialism as animators for employment, focusing on how to brand themselves, prepare for life as a freelancer and develop a showreel relevant to the sector of their choice. This may entail using different workflows or mixed media as well as experimental and development pieces, that can inform their modules. Students will be encouraged to collaborate with each other and work alongside other courses such Animation, Games, 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.

Over the three years students are taught how to develop creative responses to the modules while integrating both theory and practical workflows to bring out a strong and individual creative vision. Equally students will also be taught the importance of personal and professional life skills in all three levels, to adapt to the opportunities and the challenges of today's world of work.

Course Aims

- Providing students with the knowledge and skills required to bring characters and stories to life through 3D animation techniques.
- Analysing animation time-based narrative through storytelling and shot creation.

- To enable students to research current workflows and technology, through a contextualised understanding of old and new techniques.
- Preparing a student’s personal and professional development for employment and the life skills that challenge modern society.

Course Learning Outcomes

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

On completion of the *BA (Hons) 3D Animation* students will be able to:

Explore	Evaluate and contextualise capacity for utilising and synthesising 3D Animation specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	Critically engage with the iterative development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to 3D Animation. Synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes with consideration of audience/user regarding communication and presentation for 3D Animation. (CLO2)
Influence	Interpret a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to 3D Animation. (CLO3)
Integrate	Analyse critical ability to successfully synthesise collaboration, industry interactions & practices and professional working models to facilitate self-efficacy, personal agency and professional development in relation to 3D Animation. (CLO4)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *BA 3D Animation* students will be able to:

Explore	Evidence and contextualise capacity for utilising and synthesising 3D Animation specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	Apply the ability to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written, and oral forms aligned to 3D Animation. Design ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Animation.

COURSE SPECIFICATION

	(CLO2)
Influence	Relate a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to 3D Animation. (CLO3)
Integrate	Align the ability to effectively synthesise collaboration, industry interactions & practices and professional working models to facilitate self-efficacy, personal agency and professional development in relation to 3D Animation. (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *Diploma of Higher Education in 3D Animation* students will be able to:

Explore	Define evolving ability to utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to 3D Animation. (CLO1)
Create	Employ capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide iterative practical and theoretical development in physical, written and oral forms aligned to 3D Animation. Exhibit developed technical competencies, supporting ideation, communication, and presentation with consideration of audience/user for 3D Animation. (CLO2)
Influence	Relate developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to 3D Animation. (CLO3).
Integrate	Apply evolving ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to 3D Animation. (CLO4).

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the *Certificate of Higher Education in 3D Animation* students will be able to:

Explore	Demonstrate capacity for engaging with research and critical thinking, developing 3D Animation specific knowledge and emerging ability to problem solve. (CLO1)
Create	Apply capacity to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms in relation to 3D Animation.

COURSE SPECIFICATION

	Exhibit emerging technical competencies, supporting ideation, communication, and presentation with consideration of audience/user for 3D Animation. (CLO2).
Influence	Demonstrate an emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to 3D Animation. (CLO3).
Integrate	Identify emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to 3D Animation. (CLO4).

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> Evaluate their own beliefs, biases and assumptions. Evaluate strengths, weaknesses, and fallacies of logic in arguments and information. Apply lesson from the past or learned knowledge and skills to new and varied situations. Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques. Devise and defend a logical hypothesis to explain observed phenomenon. Recognize a problem and devise and implement a plan of action 	Explore, Create, Integrate, Influence
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	Create

COURSE SPECIFICATION

<p>Professional</p>	<p>The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.</p>	<p>Integrate, Influence</p>
<p>Emotional, Social and Physical</p>	<p>Emotional -The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making <hr/> <p>Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring <hr/> <p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p> <ul style="list-style-type: none"> • Self-discipline & management • Attention • Reaction & response time 	<p>Explore, Influence, Integrate</p>

COURSE SPECIFICATION

	<ul style="list-style-type: none"> • Cognitive & muscle memory • Managing stress • Physical resilience 	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	Influence, Integrate
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	Create, Influence, Integrate
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	Explore, Create, Integrate, Influence
Ravensbourne Return	<p>Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador.</p> <p>Demonstrate a knowledge of current events and social issues.</p> <p>Identify their personal convictions and explore options for putting these convictions into practice.</p> <p>Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.</p>	Explore, Create, Influence, Integrate,

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
-------------------------------	---------------------

Online learning platforms alongside the institutions virtual learning environment (VLE) will be used to support face to face delivery to give the students a more rounded experience. This will enhance the student's engagement and allow for curriculum delivery to be adaptable and reflect current trends and social proximity.

Level 4:

At Level 4 skills will be developed through a combination of workshops, lectures, seminars and group exercises, self-directed study, as well as individual or group tutorials.

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

A strong emphasis on storytelling will determine ideas and the ability to generate work covering a range of sectors and industry workflows both independently and collaboratively.

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

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

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

Level 4 will also introduce the students to the Professional Life Practice modules that are embedded in each undergraduate learning level. These modules specifically support collaborative experimental practice, entrepreneurship, and enterprise, helping to

Level 4:

At level 4 students will be introduced to the types of assessment that will be used across the entire course. They will be introduced to working from a brief.

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

Assessment will include a variety of tasks such as animations, blogs, reports, presentations and evidence of experimentation and research. It will require students to demonstrate working code in a manner appropriate to the specific brief i.e., when code should be compiled and how uncompiled code should be delivered.

Each module has a **Formative** assessment point where students are given feedforward/feedback on work so far and advice and guidance on how to develop and complete projects. This can take the form of a group code review, one on one with a tutor or small group as per the project brief for the module.

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

catalyse, develop and display interdisciplinary working methods interaction and innovation.

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

The Professional Life Practice Modules integrate the emerging subject knowledge of each student with working methods from a range of disciplines to create a multidisciplinary synthesis of practice, skills and learning. Students will develop social, cultural, emotional, and cognitive intelligence through projects that facilitate community and industry connections aligned to the Ravensbourne Core Competencies.

Level 5:

Skills acquired at Level 5 are developed further through a combination of workshops, lectures, seminars, group exercises, self-directed study, as well as individual or group tutorials.

These Modules will inform Level 6 Modules around portfolio creation, collaborative production work and enable students to make career choices around their industry discipline.

In addition, students will test their developing disciplinary knowledge in collaborative scenarios with the opportunity to take part in the Professional Life Practice Modules, and Work Based Learning Modules, offering collaborative and industry aligned opportunities both within Ravensbourne and in external contexts.

Visiting speakers and industry specialists will be invited to deliver lectures or practical workshops, bringing their own specialism and examples of industry work into the sessions.

Level 5:

At level 5 the types of assessment evidence required across modules are similar to level 4 in scope and breadth. However, students will be encouraged to self-direct their study within skill sets.

**Formative Assessment
In Level 5 students will be provided with**

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

In addition, in Level 5 there is more opportunity for collaborative work with peer and industry feedback, and work-based learning opportunities. The Professional Life Practice modules and the Work Based Learning Modules support students to engage with external industry professionals and gain knowledge and insight regarding entrepreneurship, enterprise and agency.

Summative Assessment

The Professional Life Practice Modules at Level 5 support practical, theoretical and industry focused engagement facilitating expertise, experience and interactions with professional aspects of the Animation disciplines.

All Level 5 students will have the opportunity to undertake a Work Based Learning module at the end of Semester 2. The Work Based Learning module will offer the students the ability to engage with industry-led experiences, supporting industry interactions, entrepreneurship, and employability skills. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.

Level 6:

Skills acquired at Level 4 and 5 will be developed and perfected at Level 6 through lectures, seminars, workshops, self-directed study and individual tutorials.

Students are expected to take on professional attitudes to time, project management and to organise work to meet deadlines.

Visiting lecturers will be invited to deliver lectures and/or practical sessions related to their area of work and students will develop an outward facing portfolio to aid graduate progression.

Written work will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development. Within the sphere of theoretical study, students will expand their ability to write reflexively and critically about their discipline and competently be able to contextualise their personal practice.

Students will be expected to interface directly with industry through mentoring, competition, and research.

This will happen at the end of each module and involve the submission for formal assessment the types of evidence required by each. Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.

Level 6:

In level 6 the types of assessment evidence required across modules are similar to level 5 but are more individually focused.

Formative Assessment

In Level 6 students will be provided with

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

In addition, in Level 6 there is more opportunity and encouragement for students to engage with peer and industry feedback.

Summative Assessment

This will happen at the end of each module and involve the submission for formal assessment of the types of evidence required by each.

Again, outcomes for each module will be as flexible as possible, focusing on engagement with the problems the brief describes rather

	<p>than prescribed work products. Students will need to provide working builds and project files for assessment, if appropriate.</p> <p>Assessment will be aligned to the Ravensbourne Core Competencies.</p>
Work Based Learning	
<p>The work-based learning will be supported by the careers team at Ravensbourne. All Level 5 students will have the opportunity to undertake this during Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.</p>	

COURSE SPECIFICATION

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
3DA24101	Animation Fundamentals (3D)	X (partially shared)	Mandatory	20
3DA24104	Animation Character Mechanics (3D)		Mandatory	20
3DA24102	Look Development for 3D	X (partially shared)	Mandatory	20
3DA24105	Pre-Visualisation for (3D)		Mandatory	20
PLP22103E	Professional Life Practice “Developing your Practice”	X (partially shared)	Mandatory	20
PLP22106E	Professional Life Practice “Exploring your Practice”		Mandatory	20
			Total	120
Level 5				
3DA24201	Animation Character Performance (3D)		Mandatory	20
3DA24202	Modelling and Rigging (3D)		Mandatory	20
3DA24204	Animation Industry Exercises		Mandatory	40
PLP22203	Professional Life Practice “Applying your Practice”		Mandatory	20
PLP22206	Work Based Learning		Mandatory	20
				120
			Total	240
Level 6				
3DA24304	Animation Industry Prep		Mandatory	20
3DA24301	Animation Production		Mandatory	40
PLP22303	Professional Life Practice “Situating your Practice”		Mandatory	20
3DA24303	Animation Portfolio		Mandatory	40
				120
			Total	360

Learning Hours

Learning Hours (per 20 credit module excluding the Work Placement)			
Staff – Student Contact Hours		Independent Study Hours	
Taught hours	48	Independent Study, self-directed study and assessment.	152
Total			200

Course Regulations

Entry Requirements

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.

Accreditation of Prior Learning (if applicable)

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

Conditions for Progression

Students will be deemed to have passed a module if they achieve a 42% for undergraduate students; or a 52% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 42% (undergraduate) or 52% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) 3D Animation.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in 3D Animation provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in 3D Animation, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA 3D Animation (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?	
N/A	
Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
Animation Fundamentals (3D)	MLO: 1,2	MLO: 3		MLO: 4
Animation Character Mechanics (3D)	MLO:1,2	MLO: 3		MLO: 4
Look Development for 3D	MLO: 1	MLO: 2,3,4		
Pre-Visualisation for 3D	MLO: 1	MLO: 2,3	MLO: 5	MLO:4
Professional Life Practice (Developing Your Practice)	MLO: 1	MLO: 2,3		MLO:4
Professional Life Practice (Exploring Your Practice)	MLO: 1	MLO: 2,3		MLO: 4
Level 5 Modules				
Animation Character Performance (3D)	MLO: 1	MLO: 2,3,4	MLO: 5	
Modelling and Rigging 3D	MLO: 1,2	MLO: 3		MLO: 4
Animation Industry Exercises	MLO: 1,2	MLO: 3	MLO: 4	MLO: 5
Professional Life Practice (Applying Your Practice)	MLO: 1,4	MLO: 5		MLO: 2,3
Work Based Learning	MLO: 1,2		MLO: 3	MLO: 4
Level 6 Modules				
Animation Production	MLO: 1,2	MLO: 3,4	MLO: 5	MLO: 6
Animation Portfolio	MLO: 1	MLO: 2,3,4		MLO: 5,6
Professional Life Practice	x	x	x	x
Animation Industry prep	MLO: 1	MLO: 2	MLO: 3	MLO: 4,5

Course Diagram

	Semester 1	Semester 2
Level 4	Animation Fundamentals (3D) 20 credits	Animation Character Mechanics (3D) 20 credits
120 credits	Look Development for 3D 20 credits	Pre-Visualisation for 3D 20 credits
	Professional Life Practice (Developing Your Practice) 20 credits	Professional Life Practice (Exploring Your Practice) 20 credits
	Semester 1	Semester 2

COURSE SPECIFICATION

Level 5 120 credits	Animation Character Performance (3D) 20 credits	Animation Industry Exercises 40 credits	Work Based Learning 20 credits
	Modelling and Rigging (3D) 20 credits		
	Professional Life Practice (Applying Your Practice) 20 credits		
Semester 1		Semester 2	
Level 6 120 credits	Animation Portfolio 40 credits	Animation Production 40 credits	Industry Prep 20 credits
	Professional Life Practice 20 credits		