Course Specification

MA
ANIMATION PRODUCTION



Arts University Bournemouth

About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved course specification, it provides you with the aims and outcomes of your course and outlines the content and how this will be delivered.

The course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted by a member of the course team before any changes are made.

Information in this Handbook should be used in conjunction with the HE Assessment Regulations. It is your responsibility to ensure that you are aware of the regulations that apply to your course and you should refer to the regulations throughout your studies. If you have any questions, you should speak to your Course Leader, or member of the course team. The Assessment Regulations can be located on the Induction section of Canvas, or https://aub.ac.uk/regulations

Important information about key policies which apply to your academic studies is available on the Induction section of Canvas. Please view this material on the Induction section of Canvas.

If you would like a copy of this Handbook in an alternative format, please contact equalities@aub.ac.uk.

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **MA Animation Production** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	Master of Arts
Course Title	MA Animation Production
Award Title	MA Animation Production
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Professional accreditation	None
Length of course / mode of study	1 year full-time / 2 years part-time
Level of final award (in FHEQ (Framework for Higher Education Qualifications))	Level 7
Subject benchmark statement	Art and Design Communication, Media, Film and Cultural Studies
Language of study	English
External Examiner for course:	Details available on request
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	April 2013
Date of most recent review	June 2024
Date course specification written/revised	August 2024

Course Description

The MA Animation Production course has an established track record of enabling students to develop their specialist practice within the diverse field of animation. There is no favoured approach or house style - we encourage work in 2D/drawn, CG, stop motion or other forms of animation. All students develop a specialism and should produce work that synthesises the strands of theory, practice, and professionalism. Specialisms can be in pre-production areas (e.g. character or environment design, storyboarding), production, or post-production. We also welcome people who wish to challenge the very definition of animation and might want to make work that pushes boundaries (e.g. kinetic sculpture or installations, working with AI/AR/VR, games engines).

Emerging technologies and innovations such as generative AI (Artificial Intelligence), or the notion of 'deepfake' visualisations are important conceptual and practical 'threads' that run through all three units of study on the MA. Students will be strongly encouraged to engage

with and think about how technological change impacts on their specific practice and the professional contexts in which they might work. It is the responsibility of all students to familiarise themselves with and to adhere to current AUB (Arts University Bournemouth) policies relating to academic protocols and the use of AI.

Likewise, questions of sustainability and the ecological consequences of certain ways of working will be important focal points for helping to frame MA discussions, in lectures, seminars, critiques and tutorials.

The increasingly diverse constitution of the student body, in terms of internationalism, ethnicity, gender and neurodiversity also means that questions of Equality, Diversity and Inclusivity, and the issue of decolonisation/critical engagement with the breadth and depth of the curriculum are also explicitly integrated into course content where appropriate.

Students on the MA will usually be BA graduates in Animation or a related discipline. Although we will consider good graduates from other disciplines – having accepted them from Costume, Graphics, Photography, Digital Media, Illustration, Modelmaking and Fine Art in the past – it is important to have some understanding of the animation production process to prosper on this course.

Engagement with the MA may involve pre-production, production, or post-production specialisms such as character design, storyboarding, concept work, or other specialisms such as puppet-making, or costume design for animation. Students may choose to make an animated film as their final outcome or develop a portfolio of work through one of these other forms of specialist practice. If appropriate to their ambitions, and in agreement with tutors, students could also opt to produce a written outcome. The structure of the MA enables students to interrogate their ideas across practical, theoretical, and professional modes of understanding, bringing work to fruition in the final unit of the MA, *Resolving Practice*.

Through a combination of lectures, staff- and student-led seminars, group critiques and other activities (e.g. studio visits, festivals) students will interrogate ideas and refine how they think about and practice animation. The MA encourages collaborative work where possible, with other MA students (on MA Animation Production and other MA courses) and with BA (Hons) Animation Production students. Students will devise a Learning Agreement that outlines and structures how they will approach their specialist practice, and they will interrogate it through critical analysis of the theoretical, historical, and professional facets of their specialism. There will be regular one-to-one support from tutors and guest lecturers, augmenting the lectures, seminars and other activities noted above. As befits study at postgraduate level, the student will also be expected to organise and direct their own studies for much of the time.

As well as a one-year full-time route, the MA is offered on a two-year part-time basis. The part-time route offers an ideal opportunity for people who are already working in industry to further develop their specialist skills and practice and complete a major portfolio of work. For both full-time and part-time routes, we strongly encourage applicants who want to interrogate their professional practice and develop their understanding of the workplace. The full-time and part-time students will share some of the sessions (lectures, seminars, and crits), where appropriate, though there will clearly be times when full-time students are in and part-time are not. Where possible, the overlaps between full-time and part-time routes will be used to positively reinforce everyone’s experience on the course. For example, the part-time students will be able to observe full-time students’ crits for the first unit of study, and benefit from this experience prior to undertaking the part-time route’s version of the same unit critique later. Subsequently, as the part-time students move into their second year of study, they will welcome the new cohorts of full-time and part-time students and be able to help induct the new students into the ethos of the MA. In this respect, the MA offers a strong

synthesis of tutor/mentor-assisted learning, direct practical experience, and peer-assisted learning.

The alumni of AUB (Arts University Bournemouth) Animation have gone on to work at Aardman, Industrial Light and Magic (ILM), Lupus Films, Framestore, Nexus, Blue Zoo, Pixar, Mackinnon and Saunders, the Moving Picture Company, and many other companies. We are proud of the network of AUB graduates who are now employed in animation – many of whom return to talk to current students as Visiting Tutors. A key part of a student's journey on the MA is to seek out and interact with those working in their specialist field in animation. (See 'Course Content' below for further details.) In addition to those progressing to work in the animation-related industries, we strongly encourage students to develop as scholars/researchers, through further study at PhD level, as well as careers in teaching/academia. A number of the students from the MA have followed this path.

Distinctive features of the course

Distinctive features of MA Animation Production at AUB include:

Critical/synthetic thinking through practice

The main driver for each student's MA work is practice, but this is very broadly conceived and the key to the MA journey is how the student synthesises the strands of practice, theory and professionalism and interrogates their animation activity through this synthetic lens. This also facilitates the collaborative nature of the course – animation is a diverse, multifaceted field, encompassing many skills and roles, and part of the experience on the course is the student's learning how their specialism integrates with other specialisms. Students will not only be making, but also interrogating their making via relevant theory, understanding history, and what it means to be a professional in their field.

An expansive sense of Professional Development

The course is run and supported by leading scholars and professionals from animation and related areas. Each student outlines their focus and interests via a diagnostic, and we then identify the ways in which we can facilitate what they want to achieve. A key element of this is to critically locate the student's work and research in terms of their post-MA plans, i.e. how does the student see their MA endeavours in the context of their overall professional development. This not only entails understanding short-, medium-, and long-term career planning, but also requires a deep understanding of what terms like professional, entrepreneurial, or business mean. This expanded and critical sense of professionalism underpins the MA Animation Production course.

Cross-course/cross-level collaboration

Animation is inherently collaborative, consisting of many sub-specialisms. The course encourages active dialogue within and between specialist practitioners – whether this is via critiquing each other's projects, or working together on the same project, where appropriate. We also strongly encourage cross-course collaboration and have a strong track record of MA animators working with (for example) MA illustrators or MA filmmakers. Another distinctive strength of the MA is the active dialogue our students have with BA (Hons) Animation students at AUB. This collaborative dialogue is two-way in the sense that MA Animators can work on BA (Hons) Animation productions (examples include working as storyboard artists, 2D animators, clean-up artists), or they can liaise with/recruit BA animators to work on their MA projects.

Course Industry Patron Scheme

All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry/business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The MA Animation Production course fits with the university's strategic vision in several ways:

Innovation

Animation as a field is at the forefront of technological innovations and the MA Animation Production course at AUB actively examines and responds to opportunities that challenge and expand our understanding of contemporary moving image production. New developments in AI, VR/AR, and the broad field known as virtual production are all rich examples of how MA animators need to engage pedagogically and professionally with innovations.

Collaboration

As previously noted, the MA has a strong and forward-thinking sense of collaboration, and approaches this not only as cross-course, but also cross-level. This helps to raise aspirations (e.g. for undergraduate students who might not have otherwise considered undertaking an MA but do so because they worked collaboratively with MA students). Animation is also ideally placed as a forum for cross-disciplinary collaborations – for example, Illustrators, Fine Artists, Graphic Designers, Modelmakers (and more) who want to animate their work in some shape or form.

Internationalisation

MA Animation Production has a proven track record of attracting a wide range of international students, which clearly strengthens the diversity of the course and the University as a whole. Many of these students are drawn to AUB's MA Animation course because of its openness and flexibility, and the excellent opportunities it affords them to access the vibrant UK animation / creative industries via our extraordinarily strong network of alumni and other professional contacts.

Course Aims

The course aims to:

1. Encourage students to explore through practice a range of debates, theories, and inter-disciplinary thinking around Animation.

2. Support students in instigating new directions for their work and developing their practice, research, and professionalism in the context of technological change and innovation.

3. Inspire individual students to critically reflect on their work and contextualise it in relation to wider Animation production cultures, as well as the social, political, and cultural contexts in which Animation operates.

4. Enable students to develop a professional mindset and apply this analytically to the changing world of work.

5. Develop a systematic understanding of collaborative working within Animation and across disciplines and levels.

6. Motivate students to conduct a meticulous exploration of their chosen research area/specialism, preparing them for a range of employment opportunities in the creative industries or further study at Doctoral level.

Course Outcomes

By the end of the course, a graduate will be able to:

1. Produce advanced individual or collaborative work that engages with current practices within the wider creative arena of animation [portfolio of work/practice].

2. Demonstrate an in-depth ability to investigate, understand and critique current issues in animation and provide original insights into contemporary practice [analysis and research].

3. Demonstrate highly developed conceptual, practical, and professional understanding of theories, techniques and processes in animation and show evidence of how these apply to their career aspirations [professional development].

4. Evaluate their individual practice in relation to critical research at the forefront of the discipline and articulate this through the completion of a portfolio of work and its appropriate contextualisation [subject relevance].

5. Clearly evidence that they have acquired new skills and abilities in communication, presentation, research, and dissemination of ideas [reflection].

6. Communicate a clear sense of how their independent/self-directed learning has contributed to their development as a problem-solving practitioner in their specialist field [independent learning].

Reference Points

UK Quality Code for higher education, including:

- Office for Students' (OfS) regulatory framework: 4.17 Degree for a descriptor for a higher education qualification at level 7 on the FHEQ: Master's' degree.
- Subject Benchmark Statements: (a) Art and Design and (b) Communication, Media, Film and Cultural Studies
- Framework for Higher Education Qualifications (FHEQ), 2nd Edn (2024)
- AUB LTAF (Learning, Teaching and Assessment Framework) and Postgraduate Taught Assessment Regulations (2023)

Level 7

Students who successfully complete Level 7 will have demonstrated the following outcomes:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Conceptual understanding that enables the student:
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  - To evaluate critically current research and advanced scholarship in the discipline.
  - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
  - The qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility.
  - Decision-making in complex and unpredictable situations.
  - The independent learning ability required for continuing professional development.

Award holders will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Learning, Teaching, and Assessment Strategies

MA Animation aligns with other AUB campus courses in reflecting the shared University values of Collaboration, Connection, Innovation and Passionate. As part of the community and in accordance with the pedagogical framework laid out by the institution, postgraduate course delivery is strategically designed to:

- Maintain the highest quality and consistency of student experience.
- Provide teaching and assessment that is credible, progressive, and innovative.
- Apply a curriculum that is enlightened, agile and meaningful.
- Ensure students deploy core techniques of disciplinary enquiry and analysis.
- Enable an experiential and transformative learning journey.
- Enable future professional practice and careers across a diversity of graduate roles.

Students on the MA Animation course benefit from belonging to the wider Postgraduate community and provision of shared learning opportunities alongside subject specific sessions. At MA level, students are strongly encouraged to engage with their peers, developing essential skills through peer learning and group work. Postgraduate students are encouraged to play an active role in collaborative learning activities, initiating such activities

as part of a continuing experiential learning journey that starts before joining the course and continues afterwards.

Through participation in cross-course collaborative assignments, working groups, transdisciplinary lectures, study skills workshops, drawing lessons, educational trips, and student-led events, MA students work together to establish the roots of good practice and form potentially valuable peer networks. Establishing trust among students is vital in promoting an environment in which collaboration thrives. Through mutual support, students can engage in activities, such as idea testing and peer review. This environment stimulates broader conversations around the arts, sustainability, ethics, socio-political issues, and the creative industries, acting as a catalyst for innovation, enriching the learning experience and empowering students to excel in their creative research activities.

The University embraces blended and technology-enhanced approaches to learning. AUB learning technology effectively provides course, school and institutional-wide communication and is integrated into teaching delivery as appropriate. A range of technical workshops are offered to support students in the use of digital media, from good housekeeping and file management practices to more sophisticated video, sound, and image-manipulation software.

Taught Delivery Approach

The taught delivery approaches at AUB are both teacher-centred and student-centred. These two approaches impact the student learning experience, as well as their ability to understand new concepts and take in new knowledge. Teacher-centred learning involves the delivery or presentation of information content from the academic to the student. Student-centred learning involves the active participation of the student under the supervision of the academic or technical staff. Students are also encouraged and expected to adopt independent learning capabilities to the appropriate level of postgraduate studies.

Taught Delivery Types

Briefing

A member of the course team delivers unit introduction information via a presentation to a cohort.

This taught session would include:

- Unit briefing
  Unit assessment criteria
  Unit schedule / scheme of work
  Assessment requirements and submission deadlines
- Assessed presentation dates
- Assessment feedback deadlines

Workshops

Interactive learning sessions in a practise-based setting. Workshops are a vehicle for expansive experimentation and exploration of working process, habits and thinking, particularly early in the course. They underpin an overarching ethos of studio practice as essential to learning through doing, making, building, visualising, and problem-solving. In this way, workshops enable knowledge exchange between peers, industry professionals and lecturing staff.

These workshops might consist of:

- Drawing (open)
- Life drawing
- Digital / practical training
- Analogue induction
- Portfolio reviews

Induction

An introduction into resources, specialist equipment or processes; specialist software induction.

Open Studio with Support

The course has access to studio space that can be used in a student's own time with academic or technician demonstrator support available. These sessions count as formal taught contact time.

Tutorials

Tutorials provide an opportunity to discuss individual progress within the unit and on the course. They are used to raise specific issues related to the work, provide critical observation, feedback, and facilitate new direction and research strategies. The tutorial following a formal assessment is known as an Assessment Feedback Tutorial.

Seminar Activity

Seminars are important opportunities for generating dialogue and interrogating practice and can take the form of group discussions, critiques, or peer reviews. They help to contextualise learning delivered through other sessions. These explore issues related to practice in context and opportunities follow with student-led response seminars for specific aspects, issues, or areas of individual and/or collective inquiry to be developed in detail.

Peer Learning and Group Work

While students at undergraduate level are encouraged to learn through their peers, at MA level such knowledge exchange becomes imperative. Staff facilitate the sharing of good practice and the participation of students as leaders of their learning experience. Discipline-specific seminars, meetings and group activities enable staff and students to discursively engage with key issues at the forefront of their specificities.

Lectures

An academic staff member of guest speaker will deliver information via a presentation to a cohort. Lectures are available through both the Animation Guest Talk Program as well as the Macro Lecture programme. Lectures encompass discussion, participation, and enquiry wherever possible and are drawn from a broad range of practitioners, such as: artists, photographers, performers, designers, crafts persons, writers, critics, and curators.

Educational Visits

Supervised trips organised for students off campus to a destination, organisation, or business relevant to their learning for the unit. These involve visits to galleries and museums, theatres and performances, design collections, trade fairs, expositions, biennales,

and design practices here in the UK, the EU and worldwide. There are added costs notified in advance of the visit. Student attendance at academic and discipline specific conferences is encouraged.

Student Engagement

The MA Animation Production course is built on the foundations of synthetic thinking and seeing all the learning, teaching and assessment activities holistically. This means that individual / 1:1 tutorials/mentoring, small-group, and whole-cohort activities (e.g. seminars, crits), along with independent/self-directed learning, visits and other external engagements are all to be seen in synthesis or in dialogue with each other. This also applies to collaborative, cross-disciplinary and cross-level work (e.g. MA Animators working with students from other MA courses; MA Animators working with BA Animators), and any placements or internships which the student organises for themselves. All the work done during the MA should therefore be seen as integral to the course and can be critically reflected upon as part of the MA journey. Successfully achieving this holistic synthesis is a challenge, but in doing so, the student's learning journey will be an outstanding one. This is why active and committed student engagement on the course is fundamental.

Each unit requires evidence of a portfolio of practical work, alongside critical and analytical evaluation. Students should show evidence of research methods, academic protocols, critical thinking, contextual awareness and conceptual analysis and applied reflection. If appropriate to their ambitions, and in agreement with tutors, students could also opt to produce a written outcome in the final unit. This would need to be outlined in the Learning Agreement and would be incorporated into the portfolio of work component.

Teaching, learning and assessment across all three units is designed around two key components:

Portfolio of Work: 80%

- An agreed portfolio of practical work – indicative examples might include visual development work, designs, animation tests etc as appropriate to the student's specialism and how they are developing their project across the entire MA;
- 15-minute presentation that contextualises the student's unit work/practical submission.

Reflective Journal: 20%

Note that the work the student produces during the unit – the practice, research, reflection – should not be submitted in its entirety. The work submitted for assessment should be an edited/curated summation of the key themes and issues they have encountered and worked on as appropriate for each unit.

Full-Time and Part-Time Modes of study

The option of choosing a Full-Time or Part-Time study mode (FT (Full Time) and PT (Part Time)) is regarded as a highly positive aspect of this course. Allowing for greater inclusivity, diversity and flexibility, this choice enables experiential and cultural integration of huge benefit to our community.
Whilst FT students can work throughout the week in AUB studio spaces, those taking the PT mode must ensure they have adequate off-campus space to sustain their developing practice and thinking appropriately. Whether accommodation, visas, jobs, families, or other personal circumstances affect this decision, whether PT or FT, students can expect to be taught by the same staff and have equitable access to learning.

As the designated weekly study hours for PT are half of those for FT students, and for reasons of parity, access to subject area resources and academic support are understood commensurately. The longer study periods (x2) of each unit for PT students ensure that parity of study hours and experience are accounted for between the FT and PT modes. However, towards the end of their second year of study as PT2 students, these students join forces with FT to realise final outputs.

Autumn and Spring intakes

MA Animation Production accepts intakes at two different points in the year (subject to viability). Both FT and PT modes are available to those starting in September (Autumn), whilst January (Spring) only allows for FT mode. The rolling nature of cohorts means that there are always existing students to welcome newcomers onto the course and act as mentors. As well as learning from their skills, experience, and knowledge of the University, students can gain real understanding of what is expected in the Units ahead by attending their critiques and Assessment Presentations.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement and provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed with a minimum mark of 50 to successfully complete the unit.

On successful completion of a Master's' Degree (MA), a Merit or Distinction may be awarded. Only units at Level 7 contribute towards the determination of a Merit of Distinction.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Assessment at AUB is aligned to the unit Learning Outcomes and consists of two types:

Formative Assessment is used throughout the learning process to assess students' progress and understanding. It may take place in tutorials, seminars, critiques, and other discussions about their work and provides ongoing feedback on students' learning-in-process. By identifying positive practices and thinking to potentially take forward and develop it serves to enhance their progress. This kind of dialogue-based, written, or recorded feedback (or 'feedforward') is usually ungraded.

Summative Assessment is used at the end of each study period, reflecting upon what students have achieved. It evaluates evidence of their outcomes, skills acquisition and

learning achievements. Marks are graded using a matrix of assessment criteria aligned to the Learning Outcomes to ensure the greatest possible clarity.

Unit Assessment Feedback
Students can expect to receive Assessment Feedback four weeks after the submission deadline. Assessment Feedback for all units provides Summative explanation of what has been done well and what could have been done better, as well as feedforward commentary on how the work might be further developed.

Assessment of Collaborative or Group Work

In the event of collaborative or group work produced and submitted for assessment, the contribution of each student will be assessed individually against the Learning Outcomes according to their specific input. The Learning Agreement will serve to indicate the individual contribution to the task for each individual student and is confirmed by a member of the course team. Consideration is given to how any unsuccessful group work might be rectified for resubmission. In theory, this approach allows students who participate in a collaborative project with a final group output that is subpar or fails to still can receive a high grade based on their individual contribution.

Course Structure

All students are registered for the award of Master of Arts; however, exit awards are available if a student leaves the course early. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of Postgraduate Certificate (PGCert) students must have achieved a minimum of 60 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), students must have achieved a minimum of 120 credits at Level 7; and any specific requirements of the course as outlined in the *Course Handbook*.

For the award of Master of Arts (MA), a student must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the *Course Handbook*. This qualification will be awarded upon successful completion of the course.

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills, and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity, and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places, and the planet. Through our commitment to working with those who are different to us, or challenge us, we

grow stronger together, creating new synergies, global connections, and sustainable futures." (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout the student's study here.

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during the student's course, both curricular and extra-curricular activities will give them the opportunity to prepare for their working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through the course and consider the following stages: self-awareness, opportunity awareness, decision making and transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course will include elements of career development, and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies, and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way that safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Content

The MA Animation Production course is structured around three 60-credit units:

- Unit 1: *Defining Practice*
- Unit 2: Consolidating *Practice*
- Unit 3: *Resolving Practice*

Each unit has two assessed components:

- Portfolio of work 80%– as demonstrated through the physical/digital submission and presentation of outputs, both developmental and resolved;
- Reflective Journal 20%– a written or recorded visual reflective analysis of the student's learning submitted as an electronic document.

The initial unit, *Defining Practice* (*DP*) is where students will carry out initial research into their chosen specialist area, and identify the scope of what they want to achieve on the course. This will involve identifying the key theoretical, historical, and critical currents that are relevant to their practical work, as well as developing an understanding of the professional/entrepreneurial contexts in which their work might operate. During this opening unit, therefore, there will be several research-intensive tutorial sessions to help students 'frame' their work accordingly. Alongside these important strands to the student's MA work, they are expected to outline the practical work they plan to do, with a suitable production workplan and identification of required resources, that can be brought to fruition in the subsequent two units. It is important to stress that the practical outcome on the MA is conceived of as a portfolio of work – i.e. not necessarily an animated film (though this *could* of course be the outcome). This enables anyone working in any field in animation – pre-production, production, post-production – to benefit from the course.

In the second unit, *Consolidating Practice* (*CP*), the research and professional contexts mapped out in the initial *DP* unit will be further explored, developed, and interrogated, and research questions addressed via a practical engagement with a self-identified specialism within animation. The student will build a portfolio of practical evidence, supported by written documentation, that demonstrates the theoretical, historical, and professional discourses with which they are engaged. The aim for the end of *CP* is for the student to be able to articulate the main portfolio of work that they will complete in the final unit of the MA, *Resolving Practice (RP) (*see below).

In the final unit, *Resolving Practice* (*RP*), the student will bring to fruition the portfolio of practical work that has been defined and developed in the preceding two units of study. The focus in *RP*, as the unit title suggests, will be on resolving practical and theoretical questions that have arisen and fully evaluating how the final portfolio of work, or written outcome, embodies answers to those questions. Depending on the nature of the portfolio of work produced, there may be issues revolving around exhibition/reception/publication of the work, whether this is in a final screening (e.g. for a completed film) or in the effective dissemination of a professional portfolio of work that demonstrates mastery of a defined specialism in Animation.

In each of the three units, the expectation is that the work done will build progressively on the achievements of the previous units, building in complexity and professionalism. As well as a practical portfolio of work, ongoingly negotiated by Learning Agreements with the tutor(s), the unit submissions will be based around a reflective documentation that evidences the processes involved and the contextual 'frame' for the work done. Each unit will also include a formal presentation of the work, and there will be a group critique in each unit, so students can test their ideas and receive feedback from tutors and peers. Alternative approaches to presenting work, such as preparing a video or slideshow with recorded voiceover, will be considered where appropriate.

Specialist resources

The MA course has access to studios that are shared with BA Animation, including open plan studios, with desks for lightboxes or computer workstations. This space also has a

line-testing bay with stations, storeroom, and staff rooms. This studio is used for animation demonstrations, stop-motion training, group tutorials. There is a Maya computer lab –used for Maya, Harmony training and digital painting; a stop-motion room; collaborative spaces with Eizo dual screen set-ups.

Software

- ToonBoom Harmony
- Storyboard Pro
- Pencil Check
- Autodesk Maya
- Dragonframe
- Adobe Creative Suite
- Unreal Engine
- Zbrush

Computers and Cameras

- Computer workstations (on site)
- Stop-motion PCs. (located at Elliot Road)
- Teaching PCs.
- Epson DS60000 scanner (networked)
- Epson GT20000
- Line-testing PCs
- Epson DS50000 scanner (networked)
- Light desks in studio
- Light for loan
- Armatures and rigs.
- smaller stages
- Wacom tablet and pen kits
- large stages
- Canon 850D Camera Kit
- Canon 5D Mark IV Kits with a set of primes lenses in each*
- Dell Laptops
- Dragon frame controllers
- Webcams
- Dedo kits (3 in each)
- Kino Flows
- FilmGear 300
- Arri 650 lights

To accompany cameras and lights there are also C-Stands, magic arms, super clamps, reflectors, green screen kits. Hama tripods, Manfrotto video tripods.

MA Animation Production also has access to facilities in the on-campus Innovation Studio [https://aub.ac.uk/innovation-studio], including 3D printing.

Course Units

Unit Code		Unit Title	Credits
(F/T)	(P/T)		
ANF701	ANP701	Master's 1: Defining Practice	60
ANF702	ANP702	Master's 2: Consolidating Practice	60
ANF703	ANP703	Master's 3: Resolving Practice	60

Course Diagrams

These diagrams show the proposed start/end dates for each unit and show teaching weeks only; holiday periods are not included.

Level 7 Full-Time mode of study Autumn start (45 weeks)												
	Trimester One				**Trimester Two**				**Trimester Three**			
Wk. 0	Weeks 1-15				Weeks 16-30				Weeks 31-45			
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
Induction	**ANF701 Master's 1: Defining Practice (weeks 1-15)** (60 credits)			Assessment	**ANF702 Master's 2: Consolidating Practice (weeks 16-30)** (60 credits)			Assessment	**ANF703 Master's 3: Resolving Practice (weeks 31-45)** (60 credits)			Assessment

Level 7 Full-Time mode of study January start (45 weeks)												
	Trimester One				**Trimester Two**				**Trimester Three**			
Wk. 0	Weeks 1-15				Weeks 16-30				Weeks 31-45			
	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEP	OCT	NOV	DEC
Induction	**ANF701 Master's 1: Defining Practice (weeks 1-15)** (60 credits)			Assessment	**ANF702 Master's 2: Consolidating Practice (weeks 16-30)** (60 credits)			Assessment	**ANF703 Master's 3: Resolving Practice (weeks 31-45)** (60 credits)			Assessment

Level 7 Part-Time mode of study September start (90 weeks)																									
	Trimester One								**Trimester Two**								**Trimester Three**							
Wk. 0	Weeks 1-30								Weeks 31-60								Weeks 61-90							
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Induction	**ANP701 Master's 1: Defining Practice (weeks 1-30)** (60 credits)							Assessment	**ANP702 Master's 2: Consolidating Practice (weeks 31-60)** (60 credits)							Assessment	**ANP703 Master's 3: Resolving Practice (weeks 61-90)** (60 credits)							Assessment