THE GLASGOW SCHOOL OF ART	**Programme Specification**	

1. Programmes:

Programme Title	UCAS Code (Completed by Registry post approval)	GSA Code (Completed by Registry post approval)
Master of Design in Animation	**N/A**	**MDANIM**

Head of School	**Paul Anderson**
Head of Department/Programme Leader	**Eunice Ma**
Programme Contact	**Gillian Moffat**

Minimum Duration of Study	**12**
Maximum Duration of Study	Click here to enter text.
Mode of Study	**Full-time**
Award to be Conferred	**Master of Design in Animation**
Exit Awards	**Stage 1** **PG Cert** **Stage 2** **PG Dip** **Stage 3** **Master of Design in Animation**
Source of Funding	**Self-funding**

2. Academic Session:
2011-2012

3. SCQF Level:
11

3.1 Credits:
180

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
The Glasgow School of Art

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6. Lead School/Board of Studies:
Digital Design Studio

7. Programme Accredited By:
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8. Entry Qualifications	
8.1 Highers	**N/A**
8.2 A Levels	**N/A**
8.3 Other	Admission to the MDes in Animation takes place at the beginning of the programme of study, which extends from September to the following September. All applicants should normally have a good honours degree in a relevant subject area or equivalent professional experience. The admissions criteria for the MDes in Animation programme are: • Submission of a 500 written text outlining their motivation for undertaking postgraduate study; • Submission of a portfolio of work (where appropriate); • Demonstration of critical awareness at interview stage. Overseas applicants who are unable to attend for interview must submit the proposal and portfolio work (where appropriate). In addition, a telephone interview will be required. Overseas applicants for whom English is not their first language should normally obtain a minimum score of 6.0 in the IELTS test or equivalent. Students admitted onto the programme will be sent a confirmation letter, a programme handbook and details of the GSA induction programme and other events.
8.4 IELTS Score Required on Entry	6.0 or equivalent

9. Programme Scope:

The MDes in Animation aims to provide an academic framework that allows postgraduate students to explore concepts, aesthetics and narratives within the language of animation and sound. The programme of study is designed to provide a foundation in the processes, craft and theoretical background required to develop a research projects within this medium. It promotes production of work, through individual or group-based research, that is conceptual, aesthetically challenging and

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wide ranging in its use of narrative languages and structures.

The programme is designed to provide postgraduate students the opportunity to explore different aspects of animation and sound through a series of taught workshops, set and elective projects, lecture and seminar based sessions and self directed learning. The emphasis of the programme rationale is the interplay between creative practices underpinned by theoretical research, mediated through the craft elements of process (making). The programme of study is primarily conceptually driven and shaped by the process of research. The phases of production (pre-production, production and post-production) will form the foundation to all the practical work undertaken with a strong emphasis on the key elements of planning, storyboarding, and script writing.

The programme of study is aimed at postgraduate students who wish to explore their creative practice through the medium of Animation, and Sound. Students will be expected to engage in a high level of self-directed learning, research and independent critical reflection, as well as participating in the taught elements of the programme of study.

10. Programme Aims:

The programme aims to provide a comprehensive grounding in the professional practice involved within the creative industries of animation and sound production. The programme aims to promote the production of theoretically grounded, aesthetically challenging work that explores personal themes through a wide range of narrative structures. The pre-production, production and post-production will form a key component of the generic aims with an emphasis on storytelling, script writing, sound design, character design, set design, lighting design and storyboarding.

The MDes in Animation aims to offer each student the opportunity to:

• Develop an understanding of the key processes required to develop a research project within the field of Animation and Sound

• Explore aesthetics, narrative structures and concepts through either an individual or group based research project within the field of Animation and Sound;

• Undertake research into the theoretical language of Animation and Sound and articulate this through a practical research project (pre-production, production and post production);

• Develop and demonstrate an understanding of research methodologies and research processes within the field of art and design;

• Acquire and demonstrate an understanding of professional practice within the fields of Animation and Sound, and articulate this through a practical research project;

• Develop a research project that explores personal themes and ideas within the field of Animation and Sound.

10.1 Stage 1 Aims:

Stage 1 (Pg Cert) – Week 1 to 15: 60 Credit points
The programme aims at stage 1 are designed to allow students the opportunity to acquire and understand the key principles of production, craft and theory within the field of Animation and

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Sound. Students successfully completing this stage of the programme can advance to Stage 2 (Pg Dip).

• Acquire and develop an understanding of the key principles of production methodology and articulate this through the production of a small scale practical project(s) in relation to Animation and Sound;

• Acquire and develop an understanding of the key theoretical principles of animation and articulate this through the production of a small scale practical project(s);

• Acquire an understanding of the key principles of computer animation production and articulate this through the production of a small scale practical project(s) in relation to Modelling, Texturing, Animation and Rendering;

• Acquire an understanding of the key principles of construction and editing processes within post-production methodology and articulate this through the production of a small scale practical project(s) in relation to Animation and Sound;

• Acquire an understanding of the key principles of construction and editing within sound production and articulate this through the production of a small scale practical project(s) in relation to Animation and Sound;

• Acquire and develop an understanding of research methodologies.

10.2 Stage 2 Aims:

Stage 2 (Pg Dip) – Week 15 to 30: 60 Credit points

The programme aims at Stage 2 are designed to build upon and develop a greater understanding of the production processes, craft skills as well as the conceptual and research components acquired in Stage 1. Students will be expected to develop a proposal of study outlining their intended area of research at Masters Level.

The Postgraduate Diploma in Animation aims to offer each student the opportunity to:

• Develop and demonstrate a critical knowledge of animation principles articulated through the production of a practical project(s);

• Acquire and demonstrate a critical knowledge of computer animation production methodologies and articulate this through the production of practical project(s);

• Acquire and demonstrate a critical knowledge of production processes in relation to animation and sound.

10.3 Stage 3 Aims:

Stage 3 (Masters) – Week 30 to 45: 60 Credit points

The programme aims at Stage 3 are designed to offer the student the opportunity to develop a

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practice-led project that demonstrates conceptually considered, research based narrative structure within the language of either Animation or Sound or both. Students at this stage of the programme in, consultation with staff, can elect to work either individually or in a group. Students in consultation with staff can elect to pursue a programme of study based on either of the following weighting options:

• 80% Practice Based 20% Written element (5,000 words)
 • 60% Practice Based 40% Written element (10,000 words)

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11. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students should be able to:

11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

Knowledge
A knowledge of the principles of animation and sound in relation to animation production, sound editing and construction

A knowledge of animation, sound and film language in relation to animation production, digital film making, sound editing and construction

Understanding
An understanding of aesthetic practices within animation and sound in relation to short animation production, digital film making, sound editing and construction

An understanding of research methods and methodologies

Professional Practice: Communication, Presentation, Working with Others

Key (transferable process) skills

Communication and Presentation Skills
Communicate to others key principles of production methodology within animation, and sound (pre-production, production and post production)

Communicate to others the key principals of animation and sound

Communicate to others an understanding of research methodologies in relationship to animation and sound

Numeracy
 N/A

IT Skills
Demonstrate an understanding of the core principles in animation and sound production through set and elective practical projects

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Learning Skills
Develop skills to enable independent learning (self directed learning) of theoretical and practical processes

Interactive and Group Skills
-

Professional Practice
Acquire an understanding of key production processes used within the creative industries in relation to animation and sound

The higher-cognitive skills

Application

Analysis
Recognise and understand the various stages of the production pipeline in relation to animation and sound

Synthesis
Illustrate an understanding of different processes using digital technology to create new imagery in relation to animation and sound

Evaluation
Ability to edit and select viable courses of action through practical projects

Problem-Solving
Awareness of solutions to problems set in project assignments (set and/or elective)

The subject-specific skills that students are expected to develop at SHE Level 5/SCQF Level 11

Research Methods
Acquire a understanding of research methodologies through the completion of set and elective projects in relation to animation, and sound

Theoretical Issues
Acquire a understanding of theoretical languages and processes through the completion of set and elective projects, both written and practical, in relation to animation and sound

Practical Processes
Acquire a practical understanding of key principles in production and craft skills through the completion of set and elective projects

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

Knowledge
A critical knowledge of pre-production, production and post production core principles for animation and sound production

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A detailed knowledge of appropriate processes applied to a written research proposal

Understanding
Demonstrate a significant range of core skills, techniques and practices associated with animation and sound work

Demonstrate an understanding of animation or sound or both through the presentation of suitable practical and theoretical project work

Professional Practice: Communication, Presentation, Working with Others

Key (transferable process) skills

Communication and Presentation Skills
Communicate to others a critical knowledge of production methodology within animation and sound (pre-production, production and post production)

Communicate to others a critical knowledge of animation and sound principles

Communicate to others a critical knowledge and awareness of research through a suitable proposal of study

Numeracy
N/A

IT Skills
Develop advanced skills and an understanding of key principles in animation and sound production through set and elective practical projects

Communicate to others using IT systems, an understanding of key principles in animation and sound production through a research proposal

Learning Skills
Develop advanced skills and independent problem solving skills of theoretical and practical processes

Interactive and Group Skills
-

Professional Practice
Develop an in-depth knowledge of key production processes used within the creative industries in relation to animation and sound

The higher-cognitive skills

Application

Analysis
Recognise, understand and manage effectively different technical and aesthetic approaches to the production of animation and sound

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Synthesis
Illustrate and demonstrate a knowledge of complex processes in relation to the production of new animation and sound work

Evaluation
Pursue viable courses of action that demonstrate critical judgement through a practical project and proposal of study in relation to animation or sound or both

Problem-Solving
Demonstrate a range of solutions to set problems in practical projects (set and/or elective)

The subject-specific skills that students are expected to develop at SHE Level 5/SCQF Level 11

Research Methods
Develop a knowledge of research methodologies within the context and preparation of a research proposal in the area of animation and sound

Theoretical Issues
Apply a knowledge of theoretical languages and processes through a written research proposal in relation to animation or sound or both

Practical Processes
Apply a knowledge and understanding of production and craft skills in relation to animation and sound through the completion of set and elective projects

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

Knowledge
Plan and execute a significant research project that investigates a individual or group themes through the medium of animation or sound or both in relation to animation and sound

Understanding
 Demonstrate and reflect upon an original and creative application of animation or sound or both through an elective Masters project (Practical)

Demonstration of critical and analytical reflection of the Masters project through a written report

Professional Practice: Communication, Presentation, Working with Others

Key (transferable process) skills

Communication and Presentation Skills
Communicate to a prescribed audience a critical and reflective knowledge of production methodology within animation and sound (pre-production, production and post production) through the execution of a Masters research project

Communicate to others a critical knowledge of production methodology within animation and sound through an analytical and reflective Masters report

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Numeracy
N/A

IT Skills
Demonstrate and communicate to others a critical and reflective knowledge of advanced principles in animation and sound production through a Masters project

Learning Skills
Demonstrate and communicate to others a sophisticated analysis and critical reflection through the production of a Masters project report

Interactive and Group Skills

Professional Practice
Communicate to others a critical knowledge of key production processes used within the creative industries through the production of a Masters research project in relation to animation or sound or both

The higher-cognitive skills
Application

Analysis
Recognise, understand, manage and critically reflect to a high level (written and practical projects)

Synthesis
Apply and reflect on combining complex processes in the production of a research project in relation to animation or sound or both

Evaluation
Pursue a project to a professional standard with rigorous academic reflection on the processes undertaken

Problem-Solving
Demonstrate and reflect a range of solutions within an elective research project

The subject-specific skills that students are expected to develop at SHE Level 5/SCQF Level 11

Research Methods
Formulate and carry out to completion a research project within the area of animation or sound or both

Theoretical Issues
Demonstrate through a written report, a critical and analytical review of the theoretical processes and concepts employed during the development and production of a research project

Practical Processes
Formulate and complete an individual or group based research project, that demonstrates a critical awareness of conceptual and practical knowledge within the field animation and sound

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12. Assessment Methods:

There will be three formal assessment points throughout the programme, each representing an exit qualification. Students may exit the Masters programme with a Postgraduate Certificate after successfully completing Stage 1 or a Postgraduate Diploma after successfully completing Stage 2. Interim awards will need to be surrendered if a student resumes their studies and successfully achieves a higher exit award.

The table below details the points in the programme where formal assessment is expected to take place.

Stage Formal Assessment Points

Stage 1: Pg Cert
Week 15
Stage 2: Pg Dip
Week 30
Stage 3: Masters
Week 45
The process for the assessment of the 3 stages will comprise:

• Internal assessment;
• Final Exam Board to agree awards.

In addition, Stage 3 will also comprise an external assessment stage, which will be reported to the Final Exam Board.

The assessment of the MDes in Animation will be regulated by the GSA Code of Assessment, which follows the GU PG template.

METHODS OF ASSESSMENT

Each stage of the programme comprises a minimum of one Formative and one Summative assessment. Formative assessment takes place near the beginning of each stage, includes a self-assessment component (where appropriate) and will be conducted by a tutorial and/or a peer group assessment, which may take the form of a peer viva. The main aim of the formative assessment is to review progress made to date in a supportive way and to identify areas for development within the stage ahead.

Summative assessments take place at the end of the stage and comprise various written elements, a visual/verbal presentation and the presentation of practical work including, where applicable, studio work. The submissions are assessed against the level learning outcomes and assessment criteria for each course at each stage of the programme. Students will be briefed and prepared throughout the course, in the event the Animation examination team may require a verbal presentation or viva voce during the last Summative assessment.

Stage

Formative and summative assessment points

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Stage 1: PgCert
Week 7: Formative diagnostic assessment
Week 15: Summative assessment

Stage 2: PgDip
Week 23: Formative assessment
Week 30: Summative assessment

Stage 3: Masters Project
Week 37: Formative assessment
Week 44: Summative assessment

ASSESSMENT CRITERIA
For all three stages of the programme, students will normally be assessed by a suitably qualified academic. Each assessment will follow a tripartite model divided across the courses, which may include a written element (which will be extended for students taking a written only option), and the presentation of practical work including, where applicable, studio work. Each course will be examined against its specific Learning Outcomes as outlined in the curriculum section.

13. Learning and Teaching Approaches:

Learning and Teaching
Students will be expected to take significant responsibility for the management of their learning. Emphasis will be placed on self-reliance and personal academic development.

The principal teaching strategies employed on this programme are:

• **Digital and Craft Workshops**
These workshops are designed to develop new and enhance existing skill sets where these will form the main focus for creative practice.

• **Lectures and Seminars**
Lectures and seminars are used to disseminate theoretical, contextual and historical knowledge and address specific issues underpinning practical studio work. Lectures will also have the broad aim of generating further debate in seminars, tutorials or studio sessions or further enquiry in self directed learning or research.

• **Critiques**
The critique is an important learning device used to generate peer debate regarding the overall success of concepts, their practical realisation within the context of the project brief or proposal. Although facilitated and guided by staff, critiques allow students to fully explore all aspects of practical submissions.

• **Tutorials**
The tutorial system is designed to provide academic support through individual meetings with staff. At these meetings, an individual discussion on progress overall will be held than is generally appropriate within group seminars or critiques. Tutorials are also a means where feedback from students concerning all aspects of the programme can be raised.

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- **Self Directed Learning and Research**

Emphasis is placed on enabling students to develop confidence with technical processes as well as pursuing lines of academic enquiry pertinent to your personal goals.

• **Guest Speakers**

A Visiting Lecturer Programme supporting the lecture programme is run principally to link the academic or personal backgrounds of students to contemporary and commercial contexts.

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14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

None.

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15. Additional Relevant Information:

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16. Programme Structure and Features:

Stage 1			
Course	**Credits**	**SCQF Level**	**Credit Weighting (%)**
Animation and Sound 1	30	11	50
Narrative 1	15	11	25
Core Research Skills for Postgraduates	15	11	25
Total	**60**	**-**	**100**
Exit Award			**PG Cert**

Stage 2			
Course	**Credits**	**SCQF Level**	**Credit Weighting (%)**
Animation and Sound 2 (Core)	30	11	50
Elective 1 from menu	15	11	25
Elective 2 from menu	15	11	25
Total	**60**	**-**	**100**
Exit Award			**PG Dip**

Stage 3			
Course	**Credits**	**SCQF Level**	**Credit Weighting (%)**
Masters Research Project and Report	60	11	100
Total	**60**	**-**	**100**
Exit Award			**Masters**

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17. Can exemptions be granted?

Yes ☐   No ☒

If yes, please explain:

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18. Does the programme comply with GSA APEL policy?

Yes ☐   No ☒

If yes, please explain:

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19. Are there any arrangements for granting advanced entry?

Yes ☐   No ☒

If yes, please explain:

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20. Are there any arrangements for allowing students to transfer into the programme?

Yes ☒   No ☐

If yes, please explain stating requirements and levels to where this can apply:
Applications for entry into the programme for the PgDip and Masters Stages will be considered. However, previous postgraduate study experience would need to be equivalent to that provided by the earlier stages of the Animation programme.

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21. Are there any arrangements for allowing students to transfer into other programmes?

Yes ☒   No ☐

If yes, please clarify: Although the programme is designed to be taken as a whole, students may leave the programme with PgCert and PgDip qualifications. It is possible that these could be used as the basis for transferring into an alternative programme of study part-way through.

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22. What are the requirements for progressing from each stage?
Students on the Animation programme must complete and pass Stage 1 in order to progress to Stage 2; they must complete and pass Stage 2 in order to progress to Stage 3. Progression is monitored at GSA's PGT exam boards, which occur at the end of each Stage. These are run according to the University of Glasgow's rules and regulations for postgraduate assessment and examination.

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23. Please confirm that the programme follows GSA Board of Examiner policy and procedures, including External Examiner participation:

Yes ☒   No ☐

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If no, please explain:

24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

The MDes in Animation programme team will comprise a teaching team with representatives from Digital Design and/or MRes, MFA. Specialist visiting staff may be invited to deliver lectures, seminars and/or workshops in key areas.

During Stage 3, a supervisor will be appointed for each student, according to the subject area in which the student will conduct their research project (if appropriate).

Responsibility for the conduct of the programme will rest with the Programme Leader. A Student/Staff Consultative Committee will meet to consider operational matters, while the Examination Board will be responsible for the award of the degree and for issues relating to progression. All Committees connected to the programme will operate according to standard procedures determined by the Academic Council of The Glasgow School of Art. The Student/Staff Consultative Committee will report to the DDS Board of Studies which in turn reports to the Undergraduate/Postgraduate Committee.

The Teaching Team will be led by the Programme Leader, which is a full-time appointment attached to the programme. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/she will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the Masters programme will undertake the following:

• Regular Programme Team meetings
• Student/Staff Consultative Committee
• Annual Programme Monitoring
• Quinquennial Periodic Review
• Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

b) Student feedback and representation

Students will have the opportunity to feed back to staff through the Student/Staff Consultative Committee (SSCC), a forum for discussion about all aspects of the programme and student experience at the GSA. The SSCC will meet during each Stage of the Programme and will report to the DDS Board of Studies.

c) Programme based student support

The Glasgow School of Art provides a comprehensive student network and specified support staff for international students. In addition, the language facilities at the University of Glasgow are available to students both pre-sessional and during term-time.

The School also offers an orientation programme for all new international students allowing them to

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meet other international students and staff at the beginning of their stay.

The course team will ensure that briefs are handed out in a dyslexia-friendly format and use plain language. Academic and support staff contact time will be made explicit to students. Students will be aware of with whom and when they can expect contact. Reading lists and websites for each course will be identified to encourage students to use their independent study time effectively. Aims and learning outcomes of the brief will be made clear and relate directly to those of the student handbook. Work requirements and assessment criteria will be made explicit and will relate to the specified aims. Briefs will include a suggested timetable for students to assist them in managing their studio and independent study time.

Learning support also will be offered to students as part of the supervisory process. In addition, at least one member of academic staff will be available for surgery sessions. The dates and times for these sessions will be made available at the beginning of the academic year.

EXTERNAL EXAMINER:
Mr Andrew Lockyer
Series Producer in Factual Entertainment
BBC Scotland

EXTERNAL EXAMINER:
Dr Gary Pritchard
Vice Principal
The Conde Nast College of Fashion & Design

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