

A GUIDE TO YOUR COURSE 2014/15

BA (Hons) ANIMATION

**University of Wolverhampton
Course Leader: Emily Mantell**

**Colaiste Dhulaigh College of Further Education
Course Leader: Tracy Staunton**

BA (HONS) Animation

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About this guide

This Guide will help you plan your course:

- BA (Hons) Animation

It tells you which modules you must study and pass, and lists the optional ones which contribute to your award. The Guide also offers you brief descriptions of each module, including general information about assessment tasks, and an overview of how the Course can be used for future career choices.

You should read this Course Guide in conjunction with the Student Handbook and you may want to refer to the University's Principles and Regulations. Together these documents should provide you with all the basic information that we think you will need for your period of study here.

You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed. The answers to many of the questions that you will want to ask are contained in it.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. If you find that there is something you need to know, please do not hesitate to approach Course Leader/Director of Studies. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.

| | |
|---|--|
| Please enter the contact details for your Personal Tutor for your future reference: | |
| Your CDCFE Team is: | <p>Ciosa McManus, School Office Manager Colaiste Dhulaigh College of Further Education Barryscourt Road, Coolock, Dublin 17</p> <p>Email: ciosa.mcmanus@cdcfe.cdvec.ie Tel: 01 877 0407</p> <p>Kevin White, Academic contact Colaiste Dhulaigh College of Further Education Barryscourt Road, Coolock, Dublin 17</p> <p>Email: kwhite@cdcfe.com Tel: 01 848 1400</p> |
| Your University of Wolverhampton Course Team is: | <p>Emily Mantell, Course Leader Digital Media (Animation)</p> <p>Email: E.Mantell@wlv.ac.uk</p> <p>Tel: +44 1902 322260 School of Creative Arts and Design Visual Communications Division</p> |

| | |
|--|---|
| | <p>MK Building, City Campus North, Molinuex Street, Wolverhampton. WV1 1DT United Kingdom</p> <p>Partnerships Administrator: Deborah Dallison Tel: +44 1902 323220 Email: Deborah.Dallison@wlv.ac.uk</p> <p>Divisional Administrator: Karen Cooper Tel: +44 1902 322795 Email: K.Cooper@wlv.ac.uk</p> |
|--|---|

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Guide to Your Course.

Welcome

On behalf of the Course Management Team I should like to extend to you a very warm welcome and we would like to take this opportunity to wish you every success in your and trust that your time with us will prove to be enjoyable, stimulating and rewarding.

This Course Guide will provide information on:

- BA (Hons) Animation

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience. In practice, you will have the opportunity to do this through our student voice processes.

Remember that the outcome of your studies could affect the whole of your future career and therefore study should certainly be your first priority. In resolving to work hard however, do not forget to have time for recreation and social activities.

Ross Winning
Digital Media Divisional Leader

Attendance

Colaiste Dhulaigh recognises that you have made a significant investment in both time and money in choosing to study for an undergraduate degree.

Attendance will help you to:

- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills.

If you are unable to attend a class please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. CIU consider this to be so important that it reserves the right to review the position of students who fail to attend.

About the Course

BA (Hons) Animation

In increasingly challenging global markets, the animation industry has had to adapt and find new ways to gain attention and reach diversifying audiences. The Animation course runs in partnership with Colaiste Dhulaigh will equip you with the skills and confidence to work in this exciting and dynamic industry, encouraging you to become the designer you want to be.

Emphasis is on developing creativity, digital and analogue design skills and strategic thinking. The learning experience encompasses lectures, workshops, tutorials and independent study.

We have been providing the Irish Media Industry with 'thinking practitioners' for 26 years. Employers regard our graduates highly. CDCFE has produced many award winning media professionals, including BAFTA winning director, Damien O'Donnell, for "East is East". Other award winning alumni include EMMY winner, Kevin Burke for his work on CNN. Students of CDCFE have also provided content to the national broadcaster TV3 as part of their normal schedule. The college maintains close ties with its alumni, many of whom are working in the media sector.

The film course is delivered by award winning media professionals. Tutors include Frank Berry, winner of the Directors Guild of America "Directors Finders Award" for his documentary "Ballymun Lullaby", which screened at the major film festivals and recently aired on RTÉ. Course tutor and director Leticia Agudo, directed "Forty Foot", the "Best Film" award winner in the International Documentary Challenge.

In preparation for these proposals, discussions have taken place with Brown Bag Films, (Cathal Gaffney, Chief Executive,) Boulder Media, (Robert Cullen, Creative Director, Anne Tweedy, Company Director) and Monster Distributes (Deirdre Barry, VP, Sales and Acquisitions). These media professionals are willing to provide support, guidance and internships to our undergraduates, with a view to building employment links.

Discussions with other companies such as Jam Media, Monster Animation and Kavaleer Animation will be organised with the same objectives.

Further down the line you can opt for the MA in Digital & Visual Communications, PhD study or join many of our past students in world-class design careers.

If there is anything you need to discuss further, please contact

Ciosa McManus, Office Manager, Colaiste Dhulaigh
Tel: 01 877 0407
Email: ciosa.mcmanus@cdcfe.cdvec.ie

Kevin White, Academic contact
Tel: 01 848 1400
Email: kwhite@cdcfe.com

Emily Mantell, Course Leader, Animation, University of Wolverhampton
Tel: +44 1902 322260
Email: E.Mantell@wlv.ac.uk

Academic Regulations

This course adheres to the University's academic regulations for students undertaking an undergraduate degree. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them.

University Academic Calendar 2014-15

Academic Calendar: <http://www.wlv.ac.uk/default.aspx?page=6897>

Blended learning:

1. Access to a digital copy of all lecturer-produced course documents.
You will have access to online course information either through WOLF, PebblePad or Moodle.
2. Formative assessment/s opportunities on-line with meaningful electronic assessment feedback.
On a regular basis you will engage with group crits and personal tutorials. Feedback is provided in person, through email, as well as our VLE platform.
3. Opportunities to collaborate on line with others in their learning cohort:
On some modules you will work on group assignments. Group crits and forums are a part of all modules.
4. The opportunity to participate in electronic Personal Development Planning (ePDP).
You may contribute to course forums and personal planning.
5. Submission of all (appropriate) assessments online.
Where appropriate assessment is undertaken online, in particular with proposals and scripts.
6. Opportunities to engage in interactive learning during all face to face sessions:
All sessions include group and individual discussion. There are on-line materials available in all modules.

Assessment methods:

You will take part in both formative and summative assessments. Formative assessments provide feedback on work in progress. Summative assessment results in the final grade.

You are involved in negotiating your own project briefs and undertaking professional practice. Self-expression is developed through major project work and in-depth research skills. You will complete portfolios and showreels preparing them for entry to industry or further study.

Support for learning:

University provided support:

Students with a University ID will be able to use that to access our resources off site. A simple procedure is in place

1. Go to our library website; <http://www.wlv.ac.uk/lib/>
2. Under "Find resources" near the top there's a message that says; Please log in to enable the search and use electronic resources They should click on that and login with their user ID and they will then be able to search for electronic resources using our library catalogue. Occasionally some resources will take off campus students to an Athens login page; if this happens they should select "login as institution" and then select University of Wolverhampton.

In terms of additional support, there is a Skills for Learning page, the link is given below:

http://www.wlv.ac.uk/lib/skills_for_learning.aspx

Resources in terms of the study guides, and Skills4study will be available, and of course support is provide via the Assist service on the Learning Information Services webpage, or via Skype.

CDCFE has a dedicated student library.

Course material will be student centred and cater for visual, auditory and kinesthetic learners. Students with prior learning will be given the opportunity to apply skills in a practical way. Modules will be delivered by industry professionals, with strong focus on the practical skills required for future employment. Group discussion and team work are actively encouraged. Learning is comprised of both class lectures and self directed learning. Learners will also have access to a variety of learning and assessment methods, including:

Access to Moodle and/or Wolverhampton University's educational share points PebblePad and WOLF topic.

These provide:

1. Access to a digital copy of all lecturer-produced course documents
 2. Electronic assessment feedback
 3. Students are required to maintain an online record of practical work, and receive formative feedback from tutors and peers
 4. Opportunities to collaborate on line with fellow learners
- University Learning Centres provide general academic skills support to all students. You can make an appointment with a study skills advisor for advice on areas such as academic writing, assignment planning, exam preparation, and time management. In addition, there is a regular timetable of drop-in and bookable workshops covering information and digital literacy skills, including academic referencing. Students are supported by a designated subject librarian who is available to support research and project work.

You can expect to receive support and guidance in the area of Personal Development Planning, so that you: can understand better your learning process, have the skills and understanding to act on the feedback, so as to become more effective and successful, collect evidence on your achievement to enhance your employability.

<http://www.wlv.ac.uk/default.aspx?page=18450>

School support:

Existing experienced tutors are available to teach on these degree courses, ensuring a high quality of delivery. Industry workshops will be given by practitioners within the Irish Media Industry.

There will be a practical approach to teaching methodologies, in consultation with approved UoW practices. Undergraduates will have access to a range of technical resources, including computers, cameras, storage devices, lighting etc

CDCFE has a full time dedicated administrative office.

Subject support:

CDCFE already provides the following resources.

- A dedicated IT lab with editing/computer facilities with required software and internet access (ratio 1 to 1).
- Access to two further animation studio spaces
- Web cast lectures broadcast from University of Wolverhampton.
- Access to WOLF
- VLE Moodle
- Access to pegbars, rostrums & animation paper

Distinctive features of the course:

The animation course is a key contributor to the FLIP Festival and winner of prizes including a Royal Television Society award.

The course is delivered by award winning industry professionals with an acute awareness of the qualities needed to succeed in the profession. Modules are geared towards practical application of skills that can be transferred into the workplace. Students complete a work placement module, consulting with clients to produce content acceptable to an employer.

Government Policy

The Expert Group on Future Skills Needs in its most recent report 'Tomorrow's Skills: Towards a National Skills Strategy' published in March 2009 has identified where the greatest increases in employment will occur for the next five years and where the skills shortages will occur.

' at an occupational level..skill shortages will occur in the 'professional', 'associate professional' and 'personal & service' occupational groupings'.

There will be a shortfall at National Framework of Qualifications (NFQ) levels 8 to 101; employees in all jobs will be increasingly required to acquire a range of generic and transferable skills including people-related and conceptual/thinking skills. Work will be less routine, with a requirement for flexibility, continuous learning, and individual initiative and judgement. The Enterprise Strategy Group emphasized the importance of R&D, innovation and marketing skills. All occupations will become more knowledge-intensive, resulting in many cases in a rise in the requirement for qualifications and technical knowledge.

Participation in education and training has an unambiguously positive impact on earnings for employees, firms and the economy in general.

Course Structure for the BA (Hons) Animation

UG Regulations

(This section does not apply to Higher Nationals, Foundation Degrees and RN/Dip HE.)

Students will study:

Standard Full-time: modules worth 120 credits each academic year, taught over two semesters in the academic year.

Part-time: a maximum of no more than 80 credits each academic year.

Level 6 Top up only

Level 6

| Semester 1 | | | | Semester 2 | | | |
|------------|---------------|--------------------------------|----|------------|---------------|--|----|
| C | 6DM017 | Major Project (Animation) | | | | | 40 |
| C | 6DM015 | Pre-Production | 20 | C | 6AD001 | Employability in the Creative Industries | 20 |
| O | 6DM016 | Professional Animation Project | 20 | O | 6DM012 | Post production professional Techniques | 20 |
| O | 6AD003 | Professional Experience 2 | 20 | O | 6AD003 | Professional Experience 2 | 20 |

Please Note:

- * Professional Experience 1 can only be taken once
- ^ Professional Experience 2 can only be taken once
- C: Core Modules
- O: Optional Modules

Wherever possible all programmes/courses need to integrate a language option at Level 4 , 5 and 6 across the curriculum as requested by the OVC.

Course Management at the University of Wolverhampton

All telephone numbers need to be prefixed with: +44 1902 32 then extension number (with the exception of Sharon Raybould listed below)

| | | | |
|----------------------------|------------------|-------------|--|
| Divisional Leader | Ross Winning | 2717 | Ross.Winning@wlv.ac.uk |
| Partnerships Administrator | Deborah Dallison | 3220 | |
| Deborah.Dallison@wlv.ac.uk | | | |
| Divisional Assistant | Karen Cooper | 2204 | K.Cooper@wlv.ac.uk |
| Programme Manager | Don Adamson | 1928 | D.Adamson@wlv.ac.uk |
| CDCFE Academic contact | Kevin White | 01 848 1400 | kwhite@cdcfce.com |

Staff Involved with the Programme

The Award operates within the Division of Digital Media.

Academic Staff Associated with Digital Media:

| | | |
|--|------|--|
| Steve Arnott, Animation | 3493 | S.P.Arnott@wlv.ac.uk |
| Emily Mantell, Animation | 2260 | E.Mantell@wlv.ac.uk |
| Samantha Moore, Animation | 2068 | S.Moore@wlv.ac.uk |
| Dr Faramarz Amiri, Computer Games Design | 3447 | F.Amiri@wlv.ac.uk |
| Dr Denise Doyle, Digital Media | 2443 | D.Doyle@wlv.ac.uk |

Colaiste Dhulaigh Academic Staff contact details:

| | |
|-----------------------------------|--|
| Tracy Staunton, Course Leader | tracy@tracystaunton.ie |
| Richard Glynn, Lecturer | richardglynn@studiopowwow.com |
| Ed Smith, Lecturer | ed@bouldermedia.tv |
| Kevin Lynch, Lecturer | kevinlynch11@gmail.com |
| Kevin White, Lecturer | kwhite@cdcfce.com |
| Michelle Phelan, academic support | mphelan@cdcfce.com |

Colaiste Dhulaigh Administrative Staff

| | Tel | Room | Email |
|-------------------------------|-----|------|--|
| Ciosa McManus, Office Manager | | | ciosa.mcmanus@cdcfce.cdvec.ie |

Where to get help with your course

General Enquiries

Ciosa McManus, Office Manager, Colaiste Dhulaigh
Tel: 01 877 0407
Email: ciosa.mcmanus@cdcfce.cdvec.ie

Module Related

Module Tutor/Leader **Tracy Staunton** tracy@tracystaunton.ie
SAD Programmes Manager

Programme/Academic Related

Personal Academic Tutor Kevin White kwhite@cdcfce.com
Course Leader **Tracy Staunton** tracy@tracystaunton.ie
Divisional Leader Emer Farrell emer.farrell@cdept.ie

Extensions/Mitigating Circumstances/Course Transfer

Admissions and Student Support Officer Denise Doyle denised1@eircom.net
Forms can be downloaded from e-vision (www.wlv.ac.uk/evision).

Study Issues and Support

Study Skills Advisor LRC Denise Doyle denised1@eircom.net
www.wlv.ac.uk/skills

Students with additional support needs

SAD: Dr Jane Cooksey 01902 323526
University: Student Enabling Centre 01902 321074

Personal Issues

Personal Tutor Denise Doyle 01 848 1400
Student Gateway 01902 322572
CDCFE: Denise Doyle denised1@eircom.net

Student Gateway

University Careers and Employment Services 01902 321414
SAD Placements: Ben Carpenter 01902 323454

Complaints/Suggestions

University Reception desks, School Offices or on line at:
http://www.wlv.ac.uk/PDF/ind_compl_proc.pdf

Getting involved

Have your say!

There are many activities you can get involved in by:

- Becoming a student representative
- Helping out at Open Days
- Helping out with school activities

Staff/Student Liaison

Student Voice

The involvement of students in the assessment of course quality is an established part of the University's procedures. The Students' Union and your Course leaders will be able to tell you about the representative roles available to students and the communication processes in the

School. These are important roles that benefit you and other students. Further information about student representation contact: <http://vle.cdcfe.ie/> and cdstudentunion@hotmail.com 01 8477704

Employability & Your Personal Development Portfolio (PDP)

What is 'Employability'?

'Employability' is concerned with the development of skills aimed at enhancing your employment prospects throughout your time here. Developing specialist subject and academic knowledge is important for employers but they also want to employ individuals who are able to:

- Communicate effectively,
- Work in a team and have good interpersonal skills.
- Solve problems
- Work on their own using their own initiative and are able to adapt to changing situations
- Be self-confident

How Will You Develop Your Employment Skills?

At Colaiste Dhulaigh we aim to provide you with the opportunity to develop these through the modules you will be studying. The assessments you do for your modules are designed to help you develop Subject specific skills through the research you undertake for the assignments. In addition, they are also designed to help you develop other key skills such as your written communication skills. Where you have formal presentations, this will build your self-confidence in addition to helping you develop your skills of verbal communication. Working as part of a team will develop vital group-work skills. Attending your classes regularly will further ensure that you have the opportunity to develop other skills, for example time management.

Throughout your time at Colaiste Dhulaigh, you will develop and be able to demonstrate a number of skills, some of which are listed below:

- Working as part of a group
- Demonstrating teamwork skills and leadership skills
- Effective communication
- Written (via reports etc.)
- Oral (through formal presentations)
- Problem-solving
- IT skills (which include use of basic packages for word processing, spreadsheets, use of email etc.)
- Time management
- Attending classes on time
- Handing in your assignments by the deadline date

Career opportunities and Future Study

Graduate Destinations

The potential expansion of the audio visual industry in Ireland is being limited by the availability of suitably qualified graduates. Coláiste Dhúlaigh hopes to remedy this by providing practical degrees, using the experience of staff within the Irish Media Industry.

According to the Screen Producers Ireland Animation Sector Survey (2012):

- 89% of companies stated that Irish Animation/Media Graduates were not sufficiently skilled to commence work in their studio's

- 89% of companies had difficulty in finding suitable staff and had to postpone or cancel productions as a result
- 33% of companies believe Trainer Skill levels need to be improved (advancements in software etc) so that graduates are industry ready.
- Time allocation for work placements and internships need to be allocated on courses.

The audiovisual industry report 'Creative Capital: Building Ireland's Audiovisual Creative Economy' was published in 2011 and has been referred to as "blueprint for 5,000 new jobs in the industry"

A Steering Group for the Audiovisual Industry Strategic Review has been formed by the Irish Government as a result of the Creative Capital Report. Their role is to implement improvements in five main areas of the media sector. Coláiste Dhúlaigh believes that a partnership with University of Wolverhampton can help to educate students to make a valuable contribution to some of these areas. The five main areas include:

Developing the Industry and Building Strong Companies
Building Audiovisual Exports
Development of Skills and Talent
Ensure a Strong Domestic Economy
Mobilisation of the Irish Industry and the Whole of Government

Job placement of graduates

Graduates from the present Communication and Media Production and Animation Programme have found employment in a wide variety of areas. Some work in RTE, TG4, Pulse Recording, Boulder Media, Brown Bag Films, Cartoon Saloon, JAM Media, Irish Times and Freelance practitioners, along with a host of other areas such as PR and Event Management.

Our graduates have contributed to the growth of the creative media industries in Ireland, winning prizes at national and international levels. The College would regularly feature in the SMEDIA award nominations, sometimes winning some. Most recently, Damien O'Donnell has won a BAFTA award as Director of East is East, while Kevin Burke won two Emmy Awards for his work as Senior Producer for the Lou Dobbs show (CNN, NY). A television documentary on the Special Olympics made by students during their final year was broadcast by TV3 as part of their normal schedule.

Furthermore graduates may be able to gain employment in a variety of other sectors including education/teaching, design management, arts administration, sales, marketing etc.

Future Study

Postgraduate Courses: MA Design & Applied Arts (Specialism)
 MA Fine Art
 MA Digital & Visual Communication (Specialism)

All postgraduate enquiries to Jo Mills ext. 2213

Research opportunities:

MPhil and PhDs in Art and Design (interdisciplinary combinations available)

PhD Study:

Studying the effect of art, craft and design on society is the focus for CADRE, the University's Centre of Art, Design, Research and Experimentation.

From the social interaction inherent in new media technologies, the theory and practice of cultural agency, experiments in dialogic collaborations for curation, and to exploratory material processes for performative object – the Research Centre investigates a broad range of artistic practices that influence the way we think, feel and behave.

A research degree – Mphil (Master of Philosophy) or PhD (Dr of Philosophy) – is an individual academic investigation carried out under the supervision of a small team of specialists who offer high-level advice, support and training.

All research enquiries to Professor Dew Harrison Tel: +44 1902 321941 or Rishi Khanna & Sue Oldham Tel: +44 1902 322213

6.1 Policy for Evaluating Premises, Equipment and Facilities

It is college policy that premises, equipment and facilities, which are used in the delivery of programmes, are reviewed on an on-going basis. This review is part of ensuring that the College delivers on its mission statement of providing excellent programmes.

The college places great importance on how its physical resources supports the programmes and contributes to attainment of learning outcomes by students.

6.2 Procedures

Six Assistant Principals form a facilities evaluation team and have direct responsibility in this area. They include the following:

- **Health, Safety and Facilities Management**
- **Head of Centre Raheny**
- **Head of Centre Kilbarrack**
- **Information Technology and Communications, Learning Support**
- **Sport and Cultural Officer**

Individually and together they will examine and evaluate premises, equipment and facilities. The physical resources will be analysed under the headings of Accommodation, Teaching Equipment, Information Technology Resources and Facilities.

The outcomes of the monitoring and evaluation elements of the Quality Assurance System may recommend changes impacting on premises, facilities and equipment. All Programme Improvement Plans are submitted yearly to the evaluation team. The procedure for periodic programme evaluation, which happens every five years also addresses the suitability of premises, equipment and facilities and makes recommendations for change.

UoW/CDCFE:

YOU MUST NOT USE MACHINERY UNTIL INDUCTED IN THE SAFE WORKING PRACTICES FOR YOUR AREA.

Undergraduate students will receive the appropriate health and safety induction for their specific subject areas as part of their curriculum.

Postgraduate students should discuss with the Postgraduate Programme Manager their specific needs for health and safety induction. It is important that this takes place as soon as possible after registration.

ROOM DESIGNATIONS:

- A Students may work unsupervised
- B Occasional checks by supervisors required
- C Supervision is required
- D Supervision at all times

THROUGHOUT THE SCHOOL:

- Eating and Drinking Only in designated areas. This is because of the inherent risk of fire and ingestion of harmful materials
- Smoking is not allowed anywhere on University property.

VENTILATIONS & EXTRACTION: Must be turned on at all times

ELECTRICAL APPLICANCES AND MACHINERY:

- Turn off when you have finished using them. Turn off if you are the last to leave.

LEAVE THE AREA YOU ARE WORKING IN SAFE:

- When leaving insecure or risky work unattended always put a sign to warn others.

CLEAN UP SPILLS: Dispose of in the correct manner.

DO NO MAINTENANCE TO MACHINERY: See a member of staff – do not do it yourself.

REPORT ANY ADVERSE CONDITION: When using chemicals, powders or thinners etc.

NOTE POSITIONS OF FIRST AID BOXES, FIRE EXTINGUISHERS AND FIRE EXITS:

- Do not obstruct fire exits and remove any obstacles you find from the path of an exit.

ALWAYS OBEY FIRE ALARM:

- The staff are not given prior warning for any fire drill. It is imperative that you know the assembly point for your building. Alarm bell testing is carried out, you will be notified when this occurs and you will not have to leave the building.

FIRE SAFE 'REFUGE' AREAS:

- These are on each floor and are situated directly adjacent to the lift under the viewing windows. They are intended primarily for wheelchair users but any casualty should be placed here. Reassure them, then make your own way down the stairs and inform the Fire Co-ordinator as to exactly which floor the person is on.

EMERGENCY INTERCOMS:

- These are found on the landing adjacent to the lift. They alert SAD security. Misuse will lead to disciplinary action.

REPORT ALL ACCIDENTS:

No matter how small as it may need to go into the accident book. Accidents should be reported via the University's Accident Report Form which is available on-line from the Department of Risk, Health and Safety:

http://www.wlv.ac.uk/staff/services/hsd/accident_reporting.aspx

Additional information which may not directly to certain subjects.

HASAWA: Health and Safety At Work Act. The University is bound to provide a safe and suitable place of work. This is a EU directive to Parliament. The University is breaking the law if it does not comply with the HASAWA. As such, the School's technical staff, under the guidance of SAD Safety Committee, and the SAD Safety Advisor, have to do a great deal of preparatory background work to conform to the HASAWA. This is done on your behalf and for your wellbeing:

CODES OF PRACTICE MANUAL HANDLING: These are Health and Safety policy statements that emanate from the Vice Chancellor down to the various Health and Safety management groups. Learn how to bend and stand correctly when lifting heavy objects that are deemed to be within your capabilities, and to assess when to use lifting equipment, or seek help as necessary.

COSHH: Control of Substances Hazardous to Health. All materials have to be verified to see how safe they are to handle and use, before we purchase them.

RISK ASSESSMENT Evaluate all risks and exposures, with materials, machinery and the working environment

WORKING PROCEDURES: COSHH and RISK ASSESSMENTS Are step-by-step actions and operations that are ascertained from doing the They take into account the aforementioned regulations to ensure safe working practices. Therefore, all of the precautions that we implement must be adhered to, or you will not be allowed to work. This is particularly pertinent with the wearing of Personal Protective Equipment (PPE), i.e. eye, face, ear, hand, feet and body protection. All are to British Standards.

All of this information is available to staff and students and is kept in the relevant Subject Technician's Office. Copies are also kept in the Technical Resource Manager's Office, MK517a.

CDCFE Student Charter

1.1 Fair Treatment

Students can expect:

- To be treated with courtesy and respect at all times.
- To be treated fairly in an environment free from harassment and discrimination.
- To be represented by their student union (student representatives are invited to bring any problems to the attention of management)
- To be provided with the opportunity to provide feedback about the quality and effectiveness of their course of study and related services.
- The college to provide a safe and secure environment.
- To have reasonable access to student support services.

Students will be expected:

- To treat all members of staff and fellow students with courtesy and respect.
- To be aware of and to comply with, College regulations including this code of conduct.
- To fulfil all obligations to ensure the smooth running of the College.
- To provide honest feedback on the course and related services.
- To conduct themselves in a professional manner while on work placement.
- To respect the property and facilities of the College.
- To ensure that Health and Safety regulations are adhered to.
- To behave responsibly and respectfully in the community.

CHARTER FOR STUDENTS STUDYING IN THE SCHOOL OF CREATIVE ARTS AND DESIGN

The School of Creative Arts and Design is a working partnership between its students and staff. Students of the School of Creative Arts and Design are expected to have high aspirations. Studying in this supportive environment offers you the opportunity to develop new knowledge, skills and behaviours that will enhance your career opportunities.

In order to help you achieve your objectives we shall endeavour to provide

- A stimulating and well-planned learning opportunity
- Appropriate resources, including books and computers/software
- Well-defined and appropriate programmes of study
- Opportunities to plan and review your progress
- Access to learning support
- Qualified, experienced and approachable technical and academic staff

We shall ensure that

- Written and verbal feedback will be provided on all assessments within 2-3 working weeks
- There are opportunities for you to comment on and influence your University and School experience, e.g., via student forums, student-staff liaison meetings, module questionnaires and student representation on School committees
- You will have access to information that you need to progress on the course, e.g., through module guides and award/pathway guides
- All staff treat you with courtesy and respect
- Equal opportunities is promoted
- We deal promptly and fairly with issues of concern raised by you

We expect you to:

- Review your progress
- Show courtesy and respect to staff and other students
- Attend all learning sessions, including tutorials, and act appropriately at all times
- Understand the requirements of your programme of study
- Understand the requirements of each module you are studying on (sessions to attend, assessment procedures etc)
- Respect and abide by the University regulations, e.g., Equal Opportunities Policy, ID Cards, quiet areas, no smoking, plagiarism, student conduct etc
- Bring all necessary equipment to studios and workshops
- Abide by health and safety procedures, including wearing personal protective clothing when required
- Hand in assessments on time and in line with assessment procedures
- Switch off mobile phones when in class
- Behave considerately in lectures and participate in group activities
- Keep your tutor informed if you have personal problems that affect your work. If any problem makes it necessary for you to seek an extension on the date on which your assessment should have been submitted, then do so before the deadline date.
- Seek approval for any change in your programme and submit the record to your tutor/lecturer within the deadlines. It is your responsibility to submit the form to your student registry
- Inform the Registry Administrator if your address/personal details/sponsor changes/or other contact details change
- Notify your personal tutor/module leader of any sickness or absence
- Support your student representative in their work on your behalf

Learning, Teaching & Assessment: What Can You Expect?

1.2 Teaching, Learning and Assessment

Students can expect:

- To be provided with full information on courses.
- To receive from the tutor at the beginning of the programme, an outline of the module content and how it will be assessed.
- To receive a course timetable.
- To be exposed to a variety of teaching and learning methodologies.
- To have reasonable access to staff for individual consultation.
- To have adequate notification of the dates of assessment.
- To receive feedback on assessment within a reasonable timeframe.

Students will be expected to:

- Prepare for and fully participate in the learning process.
- Study the Course work recommended.
- Comply with the attendance and participation requirements of the College.
- Arrive on time for class.
- Comply with the administrative requirements of the College
- Inform the tutor and Course Co-ordinator if they are absent for a period of time.
- Submit assignments and coursework on time.
- Not to plagiarise material.
- Fully comply with all examination regulations.
- Inform their Co-ordinator promptly if they are having difficulties that are affecting their performance.

UoW

Learning and Teaching

Learning & Teaching Resources

There is a wide range of resources available for your learning, including on-line materials, web-based information and, importantly, the online resources provided by the Learning Centres. Module information will direct you to specific information sources, but there is an expectation that you will research your own sources in order to enhance your achievement of the learning outcomes for the programme. In order to locate resources relevant to Art and Design directly, visit the Learning Centre's home page at www.wlv.ac.uk/lib, select 'Subject Starting Point' from the left hand menu and use the links to navigate through e-books, e-journals, databases and information on the web. If you require further subject-specific help with resources, contact SAD Librarian, Christine Lambert.

Technology Supported Learning

Technology supported learning is useful for many aspects of your studies at the School of Creative Arts & Design. The e-portfolio system, PebblePAD, is useful for personal development planning, for storing, recording and reflecting on all aspects of your work and life here. Tutors are increasingly using technology supported learning in many aspects of their teaching and as a

means of communication with individuals and groups. You will be introduced to both PebblePAD and WOLF (the university's virtual learning environment) at the outset of your studies.

Assessment

Types of assessment

The main source of information about assessment tasks are the module guide and assessment task brief. The module tutor will provide a detailed briefing for each assignment. There is a wide range of assessment tasks (further details can be found in the Undergraduate Student Guide), including:

- Project work
- Presentations
- Reports
- Team work exercises
- Work placement
- Written assignments

Undergraduate Student Guide: <http://www.wlv.ac.uk/default.aspx?page=13158>

Marking of Assessments

The marking and grading of your work is a comprehensive exercise involving first-marking by tutors, moderation by other tutors and the submission of assessments to independent external examiners who monitor and advise, thereby ensuring quality and standards.

The normal return period for feedback on your marked (summative) work is three weeks after the date of submission. You will receive a grade achieved and comments on whether and how you have achieved the learning outcomes.

The processing of grades is outlined in the *Undergraduate Student Guide*.

Academic Misconduct

UNIVERSITY OF WOLVERHAMPTON POLICY ON TACKLING ACADEMIC MISCONDUCT

The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. Academic misconduct, if not challenged, will ultimately devalue academic standards and honest effort on the part of all students.

2 General Academic Regulations

Once a student has entered the College and enrolled on a course they are obliged to observe the regulations laid down for enrolment, attendance, assignment deadlines, use of the library, use of information technology and conduct of examinations. It is the responsibility of each student to familiarise themselves with College regulations as set out in the 'Learner Handbook' (provided to each student electronically), these are also available in the Libraries and on the Moodle site.

Admissions

Attendance

Assessment

Appeals

Submission of Assignments

Examination Regulations

Plagiarism

Computer and Network Usage Agreement (to include recent policies on Social Networking Sites)

Library Regulations

Health and Safety Regulations

Bullying

Social Networking Sites

2.1 Examples of breaches of the Code of Conduct under general academic regulations include:-

- a) failure to comply with requirements laid down for registration.
- b) failure, without reasonable explanation to carry out all or any of the following: attend class, attend a workshop, attend tutor meeting and meet the particular requirements necessary for an assignment.
- c) conduct likely to disrupt a class or other activity.
- d) failure to observe the rules laid down for the Library or a computer room.
- e) contravention of regulations laid down for examinations.
- f) falsification or misuse of College records or documents

3 Breaches of Discipline

Any act or omission which adversely affects the rights of other members of the

college, or which disrupts the normal activities of the College, or which violates any College regulations, safety rules or codes of conduct, will constitute a breach of discipline. The following are examples of breaches of discipline:

- a) Plagiarism, or copying or cheating at examinations.
- b) Conduct which may disrupt teaching, study or the administration of the College.
- c) Obstruction or abuse of a person in the normal pursuit of his/her work.
- d) Damaging, defacing, stealing or misappropriation of any property of the College or of a staff or student member.
- e) Misuse of a student card, or impersonation, or activities involving false pretences or dishonesty.
- f) Bullying or harassment of any student or staff member.
- g) Possession or distribution of illegal substances.
- i) Misbehaviour outside the College which tends to damage its good name.

4 Sanctions

When a student is found guilty of an offence as determined by the Principal the following sanctions may apply:

- a) A warning.
 - b) A reprimand and a note on the student's personal record.
 - c) Suspension from College
 - d) Exclusion from specific College facilities.
 - e) Exclusion from the College
 - f) In the case where college property has been damaged a fine may be imposed.
 - g) In the case of plagiarism or of copying, cheating, bringing unauthorised materials into examinations, no mark/grade will be awarded for the assessment in question.
- The principal also has discretion to cancel all examinations or assessments of the candidate in that session.

Students should note the following:

All students are obliged to be aware of and comply with CDVEC General Rules and Regulations for schools. Copies are issued to all students.

- **The College reserves the right where necessary to alter the days and times for subjects and courses.**
- **It is policy of the College to consult with students and parents whenever it is necessary and appropriate.**
- **Students are free at all times to consult with Course Tutors, Heads of Department, Deputy Principals or Principal by appointment.**
- **Students are required at registration to give an undertaking to familiarise themselves and to abide by the "Code of Conduct for Students".**
- **Students have the right to appeal decisions that arise from the implementation of the 'Code of Conduct for Students'.**

UoW

It is the responsibility of all students to ensure that they understand the regulations and conventions for proper academic referencing and where concerned about the potential for any act of academic

misconduct to seek advice/counselling from academic or academic support staff. In understanding this, any attempt to enhance performance by dishonest means will result in academic penalties.

Defining Academic Misconduct:

Cheating –

Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes e.g. cheating in an examination, stealing another student's work, commissioning of an assessment from a third party, impersonation of another student.

This is not an exhaustive list and other common examples of cheating would include –

- Being in possession of “crib notes” during an examination
- Copying from the work of another student
- Prohibited communication during an examination
- Unauthorised use of electronic devices
- Acts of plagiarism or collusion as defined below

Collusion -

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort, including preparation for a seen examination.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

Plagiarism –

Plagiarism is the act of taking someone else's work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others/or yourself.

It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.

The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal
- Self Plagiarism¹

Support for Students:

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct.

- Visit our study skills support website at www.wlv.ac.uk/skills

¹ Self-plagiarism occurs when a student reuses entire or parts of his/her own work that was previously assessed for academic credit and submits it as part of another work without providing proper acknowledgement of this fact.

- Book an appointment to see a study skills advisor- through the Learning Centres.
- Speak to your personal tutor or module leader.
- There is help available if you need it. The University caught and prosecuted over 600 cases of Academic Misconduct last year - it is better to do the work than think you can get away with cheating - the penalties are severe...

Penalties:

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. The severity of the penalty will vary according to the nature of the offence and the level of study. Penalties will range from failure of the assignment under investigation to a restriction of the award a student may ultimately achieve or a requirement to leave the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available at our website:

www.wlv.ac.uk/polsregs

Detecting Plagiarism:

Students are required, where appropriate, to make a declaration as to the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking. In concert with the skills and experiences of academic staff the University will utilise electronic tools such as *Turnitin* to detect plagiarism.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to *Turnitin* for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to *Turnitin* for analysis. It will be the responsibility of each Academic School to ensure that this requirement is communicated to students in the relevant module guidance and acted upon.

Students may further be required to submit an electronic copy of their work for checking via *Turnitin* where plagiarism is suspected.

Why are ethical considerations important when researching for your modules, projects or assignments?

Research is an essential and vital part of learning and teaching. Most research uses existing material, that is publicly and legally available e.g. books, journals, periodicals, and web-based material for which formal approval is not normally required.

However some research may involve interaction with people or organisations. You should ensure that you do NOT conduct any research that could be intrusive or sensitive or could cause psychological harm or suffering to others.

Ethical Monitoring of Modules, Projects and Assignments

For many modules, projects or assignments you will be using literature based research, for which formal approval is not normally required. However when your research brings you into contact with people or organisations (e.g. Email contact, interviews, questionnaires, photographing or video or audio taping) then you need to be fully aware of and rigorously and consistently apply the School of Art Ethical Monitoring Procedures. In such cases you will need to discuss your intentions with your module tutor who will need to approve what you are doing before you make any contact.

If your research or project involves any of the following you will have to get written permission from the School of Creative Arts and Design, Learning, Teaching & Ethics Sub Committee. Your tutor will discuss the research with you and complete the relevant Ethical Monitoring Form and forward it for the approval of this Committee.

Written permission is needed from the SAD Learning Teaching & Ethics Sub Committee for research or project work that,

- involves covert procedures
- uses any procedures that may be considered likely to be physically or psychologically harmful
- may be offensive or produces material that may be offensive
- is contentious and may bring the University into disrepute
- requires access to, or creates data about individuals of a highly confidential nature
- involves participants who are considered vulnerable
- requires the administration of substances (legal or otherwise)
- requires the approval of another Professional Ethics Committee

What Feedback Can You Expect?

What can you expect from your tutors whilst you are preparing your work?

- Normally tutors will advise you, as a group, on the assessment at or near the start of the module.
- In many modules, tutorials will be arranged over the course of the module. These may be in a group or on a one-to-one basis.

What should you not expect from your tutors?

- It is not the role of a tutor to look at or read drafts of your work and correct them with a view to you obtaining a 'good mark'. An assignment should reflect your effort and input, and the role of the tutor is to guide and advise. It is then your responsibility to assess this advice and guidance and use it accordingly. Tutors provide this in good faith, but its use - or lack of it - by you is not an automatic route to a good or a poor grade. Other factors, particularly those pertaining to your skills and efforts, will play a vital role in your achievement.

After completion of the assignment

- Main feedback is through a copy (to you) of the assessment feedback sheet from tutors/administrative support staff.

How You Can Comment on Learning & Teaching And Assessment

We greatly value your feedback; students' views are collectively influential in how we deliver Learning and Teaching and are gathered through staff-student meetings and via questionnaires, particularly the Module Evaluation Questionnaires (MEQs) that you are asked to complete towards the end of a module. Such feedback is analysed for annual monitoring of modules, subjects and courses.

External Examiners

External examiners are assigned to modules, for which they see a representative sample of student work. Their job is to ensure that modules, assessment procedures and marking standards are fair and on a par with other degree awarding institutions; and to ensure that individual students are awarded grades that are a fair reflection of their performance. External examiners may request to meet with students and are required to produce an annual report which is considered by the University's Quality and Enhancement Committee.

All Students will study the following **Level 6 Contextual Modules** as part of their chosen course. Please refer to your Course Structures:

Tracy Staunton, Module Leader
Kevin Lynch

tracy@tracystaunton.ie
kevlynch11@gmail.com

Module Code: 6AD001

Module Title: Employability in the Creative Industries

| | |
|-------------------------|------|
| Credit value | 20 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | |
| Telephone | |
| Email | |
| Staff Room Number | |

Module description

The aim of this module is to • Familiarise you with a range of issues relating to the active pursuit of a career in the creative industries. • Enable you to effectively demonstrate current knowledge of the professional world and to contextualise various practices. • To assist you to identify, understand research and reference information pertinent to your personal career ambitions. • To help and encourage you to utilise written, verbal and visual presentation techniques in order to evaluate and to express an informed opinion. You will produce a variety of documents to support entry into the creative industries. The exact scope of these will be outlined in the assignment brief in accordance with your specialist subject.

Assessment

| Description | | Weighting |
|-------------|------------|-----------|
| 1 | Coursework | 100% |

Kevin White kwhite@cdcfce.com
Module Code: 6AD003

Module Title: Professional Experience 2^

| | |
|-------------------------|------|
| Credit value | 20 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | |
| Telephone | |
| Email | |
| Staff Room Number | |

Module description

This module will give you further opportunity to gain industrial experience in an area of personal interest through the initiation of a short work placement or live project of your choice. You will find a suitable placement or project and then collaborate/negotiate with professionals to gain industrial experience.

Assessment

| Description | | Weighting |
|-------------|--------|-----------|
| 1 | Report | 30% |
| 2 | Report | 70% |

LEVEL 6 Animation

Richard Glynn richardglynn@studiopowwow.com

Module Code: 6DM017

Module Title: Major Project (Animation)

| | |
|-------------------------|------|
| Credit value | 40 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | |
| Telephone | |
| Email | |
| Staff Room Number | |

Module description

A project proposal is negotiated to enable you to undertake work suited to your animation interests, aptitudes and aspirations. There are opportunities for investigative, creative, problem solving and technical skills demonstrated by the satisfactory completion of an animation production.

Assessment

| Description | | Weighting |
|-------------|-------------|-----------|
| 1 | Course Work | 40% |
| 2 | Course Work | 60% |

Tracy Staunton, Module Leader

Kevin Lynch

tracy@tracystaunton.ie

kevlynch11@gmail.com

Module Code: 6DM016

Module Title: Professional Animation Project

| | |
|-------------------------|------|
| Credit value | 20 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | |
| Telephone | |
| Email | |
| Staff Room Number | |

Module description

This module a client based project suited to your own particular animation interests, aptitudes and aspirations. Opportunities for the application of investigative, creative, problem solving and technical skills through the development of a negotiated proposal.

Assessment

| Description | | Weighting |
|-------------|------------|-----------|
| 1 | Coursework | 40% |
| 2 | Coursework | 60% |

Kevin Lynch, Module Leader

kevlynch11@gmail.com

Ed Smith

ed@bouldermedia.tv

Module Code: 6DM015

Module Title: Pre-Production

| | |
|-------------------------|------|
| Credit value | 20 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | |
| Telephone | |
| Email | |
| Staff Room Number | |

Module description

This module focuses on planning for animated audio-visual ideas. The scope of an idea for a major project is supported through pre-production techniques that are refined over the course of study. Approaches to planning are discussed in terms of specific and individual requirements and are supported by seminar and individual dialogue. Proposals and ideas are continually honed in the module with the aim of producing a complete pre-production set of materials. The emphasis is placed strongly on the value of background project research and identifying the main components that are required for subsequent production stages in an animated project.

Assessment

| Description | | Weighting |
|-------------|-----------|-----------|
| 1 | Portfolio | 100% |

Kevin Lynch, Module Leader

kevlynch11@gmail.com

Ed Smith

ed@bouldermedia.tv

Module Code: 6DM012

Module Code: Post-Production: Professional Techniques

| | |
|-------------------------|------|
| Credit value | 20 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | |
| Telephone | |
| Email | |
| Staff Room Number | |

Module description

The module provides skills, training and knowledge in editing and post production techniques. The opportunity to practice on detailed and technical projects, editing and export to DVD. The tasks assess the ability to construct successful visual stories.

Assessment

| Description | | Weighting |
|-------------|------------|-----------|
| 1 | Coursework | 100% |
