Programme specification

1. Overview / factual information

Programme/award title(s)	BA (Hons) Animation with Illustration
Teaching Institution	Futureworks
Awarding Institution	The Open University (OU)
Date of first OU validation	11th March 2026
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	W216
HECoS Code (if applicable)	100057 (35%) 100363 (65%)
LDCS Code (FE Colleges England only	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Art & Design (2019)
Other external and internal reference points used to inform programme outcomes	FHEQ Level 6 outcome classification descriptions. Industry Advisory Group.

(including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	N/A
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	3 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

The Animation with Illustration degree at Futureworks offers students an industry-informed, hands-on, tailored educational experience, getting them ready for their future career. All of our tutors come from industry and our programme has been designed with the help of our contacts at Dreamworks, MPC, and Disney. We are kept up-to-date through guest lectures and workshops by leading industry figures and guidance from Futureworks' Industry Advisory Group. Everything we do is measured against its applicability to industry. Our aim is to close the "skills gap".

Teaching is delivered in small groups, to allow for more direct tutor-student contact and peer-to-peer support. Animation students work closely with peers in music to make soundtracks, audio to record voiceover and effects, and occasionally with games or VFX on collaborative projects. We have found that the supportive environment at Futureworks has been particularly attractive to neurodivergent students, and students from diverse ethnic and gender-minority backgrounds, many of whom go on to achieve great things after graduating with a

Futureworks degree and whose work has been seen on both the big and small screens.

We are also committed to delivering academic skills through an engagement with critical theory, research methods, challenging traditional approaches and supporting students through their personal learning journeys.

- Produce informed, adaptable, and resourceful graduates who possess the skills, knowledge and attributes required to fulfil professional roles in animation and illustration.
- Foster skills in each graduate to equip them with the necessary depth of knowledge to address a range of professional animation and illustration problems.
- Develop creativity through analytical, critical, theoretical and contextual understanding within the wider media field.
- Equip graduates with the capacity to evidence professionalism in planning, execution, delivery, and reflection.
- Develop independent learners capable of applying intellectual and practical skills appropriate to employment or further study.
- Build a sense of entrepreneurship and innovation to build and sustain a path of personal and career development.
- Develop a strong portfolio of work showcasing the graduates' skills, essential for entering the creative industries.
- Encourage students to explore and integrate diverse cultural influences through their creative work, contributing to a more inclusive creative community.
- Critically engage with new technologies, including generative AI, in order to better understand their function and potential social impacts.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
Certificate of Higher Education Diploma of Higher Education BA Animation with Illustration BA (Hons) Animation with Illustration

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Fundamentals of 2D Animation	20		20	Yes	1
History of Animation and Illustration	20		20	Yes	1 & 2
Fundamentals of Illustration	40		40	No	1 & 2
Pre-Production	20		20	Yes	1 & 2
Year 1 Animation Project	20		20	Yes	2

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable ?**	**Semester runs in**
			No	

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1. Demonstrate knowledge of the fundamentals of animation (the 12 principles), illustration and visual storytelling. A2: Recognise cultural, historical and ethical influences on animation and illustration and reflect these in developing creative work.	Knowledge and understanding are traditionally gained largely through lecturer input. Whilst lecturer input will be important on this programme a significant proportion of knowledge and, particularly, understanding is gained through student-centred learning, research, engaging directed learning and self-selected learning, interactive structured tasks and assignments, and project work. Tutorials will facilitate exchange of knowledge, exploration of subject boundaries through critical theory and provide a forum for building on the knowledge base and enhancement of understanding. Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be:

Learning Outcomes – LEVEL 4 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	• Essays • Presentations, individual and group • Reflective journals • Animations • Project plans • Scripts, storyboards and animatics • Portfolios • Showreels Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1. Research information from a wide range of sources, analyse and formulate solutions to problems, through structured and coherent arguments. B2. Appraise and discuss ideas and concepts to formulate conclusions.	Students develop cognitive skills by undertaking interactive set tasks and assignments supported by significant lecturer input throughout the programme. Research techniques and reflection are taught in contextual-based modules and then developed through completing assignments and receiving feedback both formative and summative. Students will be closely supported in the process of synthesising ideas and concepts and translating them into creative artefacts.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills. However these are more specifically evidenced in: A1 Projects • Documentation and logs • Essays • Viva voce

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1. Apply art fundamentals and storytelling techniques within creative work. C2. Apply the 12 principles of animation within a piece of animation. C3. Demonstrate application of art fundamentals and storytelling techniques including the development of pre-production materials.	For practical and professional skills the teaching and learning methods will focus on engaging practical workshops, projects and self-learning, supported by lecturer input and directed study. The challenge of developing creative skills will be addressed by cultivating a variety of creative techniques drawing on animation tradition. Students will gain a working knowledge of exciting creative possibilities, exploring their own creative potential in a critical, supportive and inclusive environment. Practical and professional skills will be primarily assessed through practical outputs, specifically: A2 Projects A3 Testing

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	A4 Exam (online assessment) A5 Practical demonstration A6 Presentations, individual and group A7 Documentation, logs and archives Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1. Communicate ideas using oral and/or written methods. D2. Produce academic work that demonstrates appropriate structure, clarity and use of academic referencing conventions. D3. Work successfully as part of a team, demonstrating basic skills in organisation and communication and decision-making.	As this is a vocationally focused programme, key/transferable skills are central to the whole student experience. The challenge for the programme delivery team is to ensure that the employability benefits of the subject-specific skills are complemented by the development of personal skills such as communication and working in groups. This will be achieved through a range of engaging tasks and assignments that encourage the development of interpersonal skills. Lecturer input and feedback in a supportive context will help students to build on their positive traits and address gaps and weaknesses in their profile.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	The centrality of vocational skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: A8 Practical Demonstrations A9 Presentations A10 Projects A11 Portfolios A12 Essays A13 Viva Voce Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

3D. Key/transferable skills	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	

[Certificate of Higher Education in Animation with Illustration]

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Fundamentals of 3D Animation	20		20	Yes	1
Motion Graphics	20		20	Yes	1
3D Modelling	20		20	Yes	1 & 2
Applied Illustration	20		20	Yes	1 & 2
Year 2 Animation Project	20		20	Yes	2
Rigging Fundamentals	20		20	Yes	2

	Programme Structure - Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
			No	

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A3. Express creativity through their work, undertaking a reflective analysis of their process and synthesise creative ideas. A4. Identify and select from a range of animation and illustrative techniques to inform their personal work style.	Knowledge and understanding are traditionally gained largely through lecturer input. Whilst lecturer input will be important on this programme a significant proportion of knowledge and, particularly, understanding is gained through student-centred learning, research, engaging directed learning and self-selected learning, interactive structured tasks and assignments, and project work. Tutorials will facilitate exchange of knowledge, exploration of subject boundaries and provide a forum for building on the knowledge base and enhancement of understanding.

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Presentations, individual and group • Reflective journals • Animations • Project plans • Scripts, storyboards and animatics • Portfolios • Showreels

Learning Outcomes – LEVEL 5 For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
	Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B3. Critically appraise and evaluate complex information to generate workable strategies that inform and underpin project development. B4. Synthesise, refine and communicate ideas, concepts and strategies as a part of the creative process.	Students develop cognitive skills by undertaking interactive set tasks and assignments supported by significant lecturer input throughout the programme. Research techniques and reflection are taught in contextual-based modules and then developed through completing assignments and receiving feedback both formative and summative. Students will be closely supported in the process of synthesising ideas and concepts and translating them into creative artefacts.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills. The principal methods of assessment for this skill area will be: A14 Projects A15 Documentation and logs A16 Portfolios A17 Essays A18 Presentations

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C4. Adapt the 12 principles of animation or illustration across a range of mediums, applying concepts and principles. C5. Demonstrate an understanding knowledge of 3D modelling and rigging for character animation.	For practical and professional skills the teaching and learning methods will focus on engaging practical workshops, projects and self-learning, supported by lecturer input and directed study. The challenge of developing creative skills will be addressed by cultivating a variety of creative techniques drawing on animation tradition. Students will gain a working knowledge of exciting creative possibilities, exploring their own creative potential in a critical, supportive and inclusive environment. Practical and professional skills will be primarily assessed through practical outputs, specifically: A19 Projects

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	A20 Testing A21 Presentations A22 Documentation, logs and archives Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D4. Communicate complex ideas and arguments confidently and effectively using oral and/or written methods. D5. Demonstrate independence and motivation in self-directed work and study.	As this is a vocationally focused programme, key/transferable skills are central to the whole student experience. The challenge for the programme delivery team is to ensure that the employability benefits of the subject-specific skills are complemented by the development of personal skills such as communication and negotiation. This will be achieved through a range of engaging tasks and assignments that encourage the development of interpersonal skills. Lecturer input and feedback in a supportive context will help students to build on their positive traits and address gaps and weaknesses in their profile.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	The centrality of vocational skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: A23 Personal Development Tutorials A24 Presentations A25 Projects A26 Portfolios A27 Essays Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

[Diploma of Higher Education in Animation with Illustration]

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**	**Available as single registerable module?**
Research Project	20		20	Yes	1	
Major Project	40		40	No	1 & 2	
Year 3 Animation Project	40		40	No	1 & 2	
Professional Development	20		20	Yes	2	

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A5. Display a professional level of competence within a specialist area of digital animation and illustration. A6. Communicate coherent and effective strategies to complete advanced project work, identifying potential issues, providing flexible solutions to complex problems. A7. Identify technical and personal transferable skills sought by clients and employers to build and sustain a path of personal and career development.	Knowledge and understanding are traditionally gained largely through lecturer input. Whilst lecturer input will be important on this programme a significant proportion of knowledge and, particularly, understanding is gained through student-centred learning, research, engaging directed learning and self-selected learning, interactive structured tasks and assignments, and project work. Tutorials will facilitate exchange of knowledge, exploration of subject boundaries and provide a forum for building on the knowledge base and enhancement of understanding.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Essays • Presentations, individual and group • Reflective journals • Animations • Project plans • Scripts, storyboards and animatics • Portfolios • Showreels

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B5. Appraise and respond to existing and emerging opportunities. B6. Critically reflect on own work and that of others.	Students develop cognitive skills by undertaking interactive set tasks and assignments supported by significant lecturer input throughout the programme. Research techniques and reflection are taught in contextual-based modules and then developed through completing assignments and receiving feedback both formative and summative. Students will be closely supported in the process of synthesising ideas and concepts and translating them into creative artefacts.

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	Assignments which primarily assess knowledge, understanding and subject-specific skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills. The principal methods of assessment for this skill area will be: A28 Projects A29 Documentation, logs and archives A30 Portfolios A31 Essays A32 Presentations

3B. Cognitive skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	A33 Viva voce

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C6. Critically analyse the existing field, synthesise ideas and implement strategies in the production of creative work. C7. Create professional standard portfolio of works which reflect their ability and specialism.	For practical and professional skills the teaching and learning methods will focus on engaging practical workshops, projects and self-learning, supported by lecturer input and directed study. The challenge of developing creative skills will be addressed by cultivating a variety of creative techniques drawing on animation tradition. Students will gain a working knowledge of exciting creative possibilities, exploring their own creative potential in a critical, supportive and inclusive environment. Practical and professional skills will be primarily assessed through practical outputs, specifically: A34 Projects A35 Testing

3C. Practical and professional skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	A36 Presentations A37 Documentation, logs and archives A38 Viva voce Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D6. Articulate complex concepts with precision and critical insight through oral and/or written communication, tailoring the delivery for impact and clarity. D7. Demonstrate critical self-awareness to identify skills gaps and plan personal development to maximise employment potential.	As this is a vocationally focused programme, key/transferable skills are central to the whole student experience. The challenge for the programme delivery team is to ensure that the employability benefits of the subject-specific skills are complemented by the development of personal skills such as communication and negotiation. This will be achieved through a range of engaging tasks and assignments that encourage the development of interpersonal skills. Lecturer input and feedback in a supportive context will help students to build on their positive traits and address gaps and weaknesses in their profile.

3D. Key/transferable skills For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
	The individual nature of Level 6 work results in extensive tutorial input with a strong focus on continuing personal and professional development supporting the consolidation and refinement of vocational skills developed throughout the programme. The assessment methods which are particularly significant are: A39 Personal Development Tutorials A40 Presentations A41 Projects A42 Portfolios A43 Essays

BA (Hons) Animation with Illustration

To be awarded an Honours Degree, the student must complete 120 credits at Levels 4, 5 and 6.

BA Animation with Illustration

To be awarded an Ordinary Degree, the student must complete 120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6 achieved through completing a combination of the following modules:

- Research Project (20 credits)
- Major Project (40 credits)
- Year 3 Animation Project (40 credits)
- Professional Development (20 credits)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**

- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

- **Additional considerations for apprenticeships:**

- how the delivery of the academic award fits in with the wider apprenticeship
- the integration of the 'on the job' and 'off the job' training
- how the academic award fits within the assessment of the apprenticeship

N/A

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

Student Services Support

Futureworks has dedicated Student Services team operating from the Student Advice Centre on floor 3. The Student Advice Centre (SAC) is open 10am-12.30pm & 1.30pm-4.30pm Monday-Friday. Students can visit

SAC any time during opening hours to speak to a member of staff or make contact via email. The nature of support offered is dependent on the individual seeking it but in general includes:

1-1 pastoral advice and guidance to students who may be experiencing anything affecting their time at university, for example:

- mental health
- financial support
- disability support
- feeling homesick
- a confidential space to discuss worries or concerns.

Also, advice with regards to

- health
- bullying
- discrimination
- harassment
- Referral and signposting for additional support e.g., counselling (via an external provider)

Personal Tutor Support

Students are allocated a Personal Tutor who plays a central role in student support. Working in conjunction with Module Leaders and Heads of Schools, Personal Tutors provide the support, advice and guidance that will enable students to gain the most from their studies at Futureworks.

The Personal Tutor roles include:

- Academic monitoring and advice
- personal development tutorials
- General pastoral care (referring more complex / sensitive issues to the Student Welfare Officer)

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Standard Entry: Applicants are required to have at least a Level 4 or grade 'C' in GCSEs Maths and English Language or equivalent and 104 or above UCAS points (for example B, C, C or above at A2 Level, DMM or above at BTEC Extended Diploma Level, M or above at UAL Level 3 Extended Diploma Level) and a proven interest in the subject area. A digital art-based portfolio will be required to be submitted.

International Entry: Equivalent international qualifications will be considered towards meeting the entry requirements for standard entry. Additionally, international applicants will need to have an English Language qualification at International Level B2 or higher, such as an IELTS of 6.0 or better (with 5.5 in each skill: reading, writing, speaking and listening). Students with equivalent qualifications will also be accepted.

Equivalences include:

- Trinity College London: a pass in test ISEI and a pass in test ISEII
- Language Cert: Academic SELT (from 18 December 2023): 60 or International ESOL SELT: 33/50
- Pearson PTE Academic for UKVI: 59
- PDI Services (UK) Ltd: Pass in Skills for English UKVI

Applications from individuals with non-standard qualifications, relevant work or life experience will be equally considered. These applicants may be offered an interview as part of the application process. Interviews will be in person or online, depending on the location and availability of applicant.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience
As the senior academic authority of Futureworks the Academic Board has responsibility for the monitoring of academic quality and standards, as delegated by the Board of Directors.

Annual review is conducted at module, programme, school and institutional level by relevant staff using both internal and external data, as outlined in the Academic Quality Handbook. Interim review of programmes is conducted 3 times per year as data becomes available. Reviews incorporate Module Evaluation and Student Experience Survey feedback from students, External Examiner reports, feedback from industry professionals via the Industry Advisory Group and Link Tutor feedback. Interim and annual reviews include Action Plans which are monitored by relevant committees. Futureworks uses benchmarking in relation to the OfS dashboard and NSS data to ensure that Futureworks programmes are delivering comparable outcomes and student experiences and this is included in the Academic Board Annual Report.

11. Changes made to the programme since last (re)validation

Updated language of programme learning outcomes and module learning outcomes. No structural changes to the modules.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																														Available as single registerable module?
		A1	A2							B1	B2							C1	C2	C3						D1	D2	D3					
4	Fundamentals of 2D Animation	✓																	✓													N
	History of Animation and Illustration		✓							✓																✓	✓	✓					N
	Fundamentals of Illustration	✓	✓								✓							✓									✓						N
	Pre-Production	✓																✓		✓						✓		✓					N
	Year 1 Animation Project	✓								✓	✓								✓	✓						✓							N

Level	Study module/unit	Programme outcomes																														Available as single registerable module?
		A1	A2	A3	A4					B1	B2	B3	B4					C1	C2	C3	C4	C5				D1	D2	D3	D4	D5			
5	Fundamentals of 3D Animation			✓									✓								✓	✓											N
	Motion Graphics				✓							✓									✓								✓	✓			N
	3D Modelling											✓	✓									✓											N
	Applied Illustration			✓	✓							✓																		✓			N

	Year 2 Animation Project			✓	✓							✓	✓									✓															N
	Rigging Fundamentals																					✓	✓							✓							N

Level	Study module/unit	Programme outcomes																																			Available as single registerable module?
		A1	A2	A3	A4	A5	A6	A7		B1	B2	B3	B4	B5	B6			C1	C2	C3	C4	C5	C6	C7		D1	D2	D3	D4	D5	D6	D7					
6	Research Project														✓								✓	✓							✓	✓						N
	Major Project						✓	✓						✓	✓								✓	✓							✓	✓						N
	Year 3 Animation Project					✓	✓								✓									✓							✓							N
	Professional Development					✓		✓						✓	✓									✓									✓						N

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behavious.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
5																										

Level	Study module/unit	Apprenticeship standard																							
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8
6																									

Annexe 3: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 - The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

3 - Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: Subject Benchmark Statements

4 - In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 - Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.