

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	L5 BA (Hons) Computer Animation; L5 BA (Hons) Games Design		
Module code:	ACCA5038	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Phil Organ	Internal Verifier:	Nabeel Masih
Assignment Title:	<i>Aspects of Identity</i>	Word count (or equivalent):	n/a
Submission deadline:	Tues 10th Dec 2024	Return date of provisional marks & written feedback:	No later than 20 working (term-time) days post submission date.
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Practical Coursework Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Critically analyse and cultivate animation ability to high-end levels of character performance and/or realism.
- Select, evaluate and employ industry method processes, trends, techniques and production environments to progress students' own developing animation skillset.

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☐

This module follows on from work initiated at INTRO TO CHARACTER (L4) and ahead of any motion-based work to be conducted in Semester 2 and/or L6 (final year). It is anticipated students will have a grounding in keyframing and *character* already, to then place more emphasis on the actions, power, delivery, personality and motivation of a character / object / element.

MAIN TASK

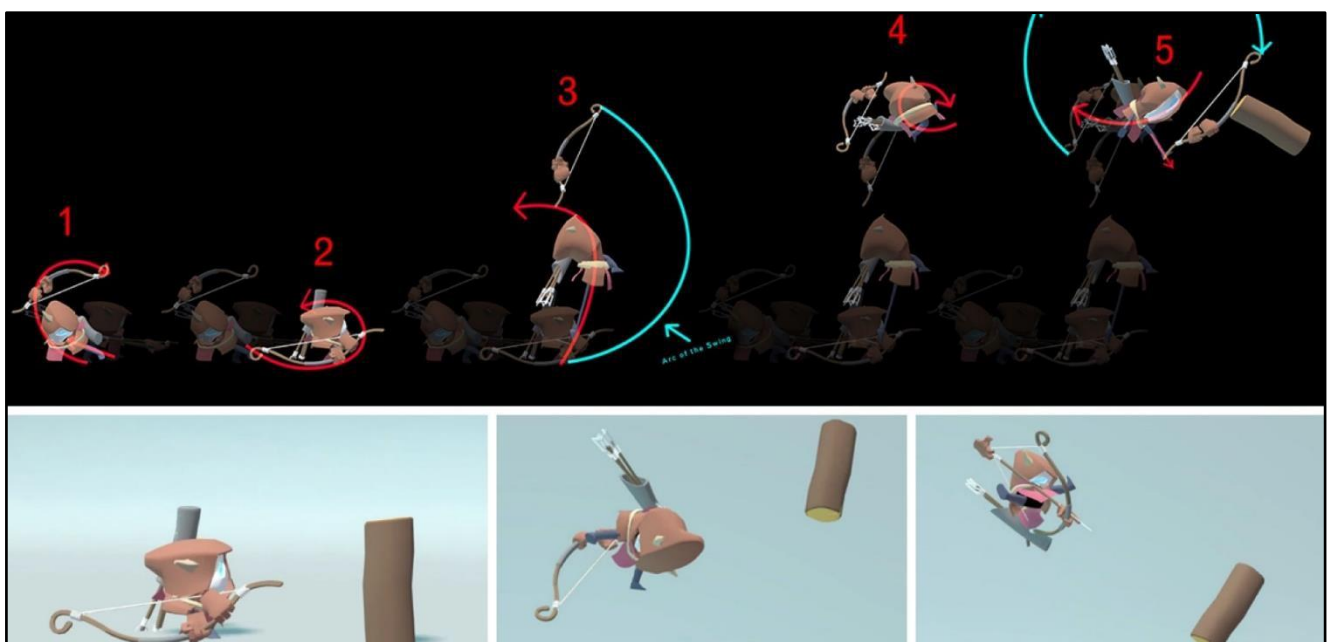
ASPECTS of IDENTITY / PART #1: ABSORPTION & ASSIMILATION

Class activity and coursework (within the first 5-6 weeks) will integrate research and practice, to combine both practical and theoretical examples and exercises to help with overviews of working in animation and games. To conduct research activity from a targeted area of character (see list below).

Please choose **one** of the following themes to research and to compile reference examples and a proposal response for re-animated versions, going forward, for the practical element in Pt#2:

- **INDUSTRIAL MAGIC:** GENERALIST & SPECIALIST ANIMATION ROLES IN GAMES / VFX / FILM
- **INSIDE THE PIPELINEs:** PRODUCTION CHALLENGES / WORKFLOWs / WORKAROUNDS
- **POWER CREATION:** CREATING ENGAGING PRE-VIS & PRE-PRODUCTION
- **SURVIVAL ANIMATION:** PRINCIPLES DEFINED & RE-INTERPRETED
- **ROLE PLAYING & PURPOSE:** CHARACTER DEPLOYMENT & IMPACT
- **CHARACTER IN ENVIRONMENTs:** CONCEPT & STORY WORLDS, LEVELs & NAVIGATION
- **FORCES UNBOUNDED:** STRIDES IN TECHNOLOGY TO SUPPORT VISIONs
- **AFFECTING CHARACTER:** THE INTERPRETIVE EFFECTs of CHARACTER ANIMATION

All research findings and reference material + new proposal to be reviewed in class **mid-November** / details TBC. Following the proposal~review students will then direct their remaining class time to creating new original animations / scenes / imagery...



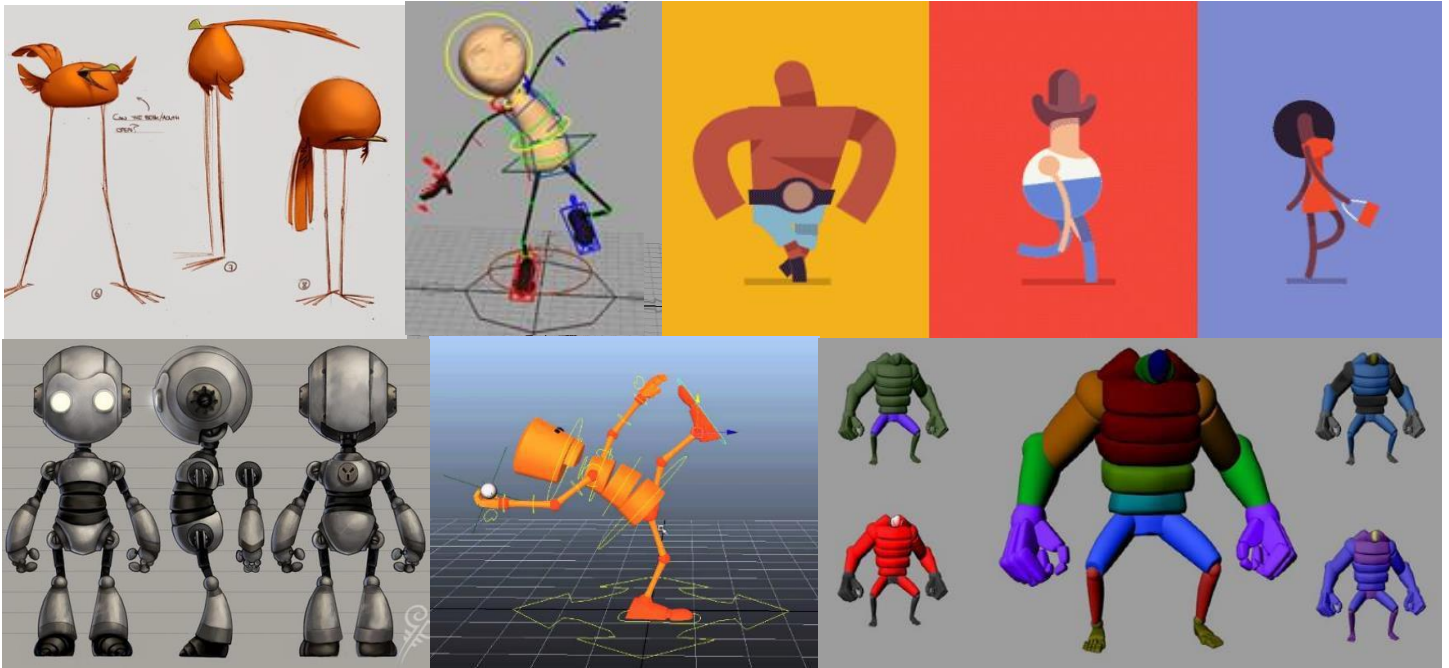
ASPECTS of IDENTITY / PART #2 : INTERPRETATION & ENHANCEMENT

(all work to be submitted Tuesday 10th December (before 3PM))

As you advance in your appreciation of the tools, techniques, trends within creating scenes of animated characters and motions – you are then tasked to create some of your own, derived from your own research methods.

It is anticipated you will conduct your own progression reel of material (e.g. pre-vis', storyboarding and layouts) ahead of any 2D / 3D blocking / staging – to add strengths to the animation reel – within classical animation perhaps - to know it will work and that it is all tested, ready and in place for the deadline.

Using a character(s) / file / scene you are asked to devise your own animated responses, to portray the chosen qualities, forces, feelings emotions, actions and reactions, etc.



FINAL SUBMISSION DEADLINE:

To submit **1 ADV CHARACTER ANIMATION (ACA) Reel – 20-30 secs** in total

10th December 2024 (see Deliverables file for a simple summary)

The assignment title is derived from the following:

“...Humanity needs more than merely information. We express original ideas, humour, and all our personal wills. We express passions and emotions. A person's point of view conveys all of these aspects of identity...”

Hideo Kojima.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

20%

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

All research and observational studies are strong, with a good degree of motion analysis (and acting) and interpretations. You will need to consider what to target, to research and what will help in conveying the intended style, movement, staging, and performance for the chosen thematic and practical elements. Other forms of technical research may also need to be undertaken in order to create optimum levels of control and manipulation.

2. Knowledge and Understanding Skills

20%

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Everything needs to be given due consideration and absorbed early enough (Pt #1) so that you can give yourself the time for your animation progression reel(s) and final renders (Pt #2). Management of the tasks, software, file systems, controls, etc. have all been executed to a high level. You will be looking to learn what is required to make every movement readable and convincing (lots of observational work is needed) and the ways in which you can bring forth the force and physics, the acting and performance – to deliver appealing motions and scenes.

3. Cognitive and Intellectual Skills

20%

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Aim to study well (critically) and to evaluate both your research methods and also your initial practical animation aims and goals - in what you're putting across. Take time / care in what you breakdown, in terms of all the motions, the actions and reactions. You are free to adopt a wide variety of critical/observational techniques and draw-overs, to complement your analysis, to embrace a wide range of acting styles, action sequence constructions, ideas of body language and /or reading facial expressions. Create visuals to document your chosen scenario(s), to indicate what has worked well, what needs more work, etc. Include draw-overs, if possible.

4. Practical Skills**20%**

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

To do well you need to do a lot of work (quantity) that you can then filter down to the best collection (quality). Your production aims and goals could include a breadth of acting styles, action sequence constructions, ideas of body language and reading facial expressions (etc.) – or a unified / consistent whole. Whatever work is conducted you will want to indicate – visually (for potential employers) - what has worked well, what needs more work, etc.

5. Transferable Skills for Life and Professional Practice**20%**

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

There are areas that you will want to take further (to L6 perhaps) or tests and techniques that you can adopt for other modules / methods. Throughout, you will be expected to convey coherent production processes for character work and produce animations that convey a particular force or feeling, to have impact or emotion or sensation from what is originally a very stationary lifeless creation. The arrangement and management of the files, folders, clips (etc.) all needs to help to provide further indications of your approach and methodology and decisions taken - with a strong level of professionalism.

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and critical understanding of	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies	Limited but adequate knowledge and critical understanding of the well-established	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-	Knowledge is reasonably extensive. Exhibits very competent critical understanding of	Excellent, detailed knowledge and highly critical understanding of the well-established	Exceptionally detailed knowledge and outstanding critical understanding of the well-

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the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	concepts and principles of the subject and the main methods of enquiry.	established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this

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							influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice	Communication medium is inappropriate or misapplied. Work is poorly structured,	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium for the audience but	Can communicate effectively in a suitable medium for the audience,	Can communicate well, confidently and consistently in a suitable	Can communicate professionally confidently and consistently in a	Can communicate with an exceptionally high level of professionalism,

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(Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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