



Group Award Specification for:

**National Progression Award in Digital Animation at
SCQF level 5**

Group Award Code: GV7N 45

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1. Introduction

The purpose of this document is to:

- Assist centres to implement, deliver and manage the qualification.
- Provide a guide for new staff involved in offering the qualification.
- Inform course managers, teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- Provide details of the range of learners the qualification is suitable for and progression opportunities.

This group award specification provides essential guidance for centres delivering the qualification and serves as a comprehensive resource for course managers, educators, assessors, learners, employers, and higher education institutes (HEIs). It covers the qualification's objectives, structure, target audience, delivery guidance, and potential career pathways for learners.

The National Progression Award (NPA) in Digital Animation SCQF level 5 provides an engaging pathway for learners to acquire a certified qualification in digital animation. The award consists of two units that cover essential skills and concepts in this field. It addresses the demand for animation skills across various media, including web platforms, multimedia, and entertainment sectors. It also addresses the advancements in technology and animation software and incorporates new skills and knowledge that are in demand in the current digital animation industry. The NPA in Digital Animation (GV7N 45) replaces NPA in Digital Media Animation (G9FC 45).

As the NPA in Digital Media Animation (G9FC 45) is now quite dated, there are no transitional arrangements between it and this replacement award. Therefore, any learner who has completed aspects of the Digital Media Animation award is encouraged to undertake all outcomes and performance criteria of the Digital Animation award (GV7N 45).

The updated award reflects industry needs by providing a structured curriculum to develop animation skills that are valuable in both creative and technical fields. The transition from the NPA in Digital Media Animation to the updated structure consolidates the learning outcomes into two mandatory units: Digital Animation: An Introduction (12 SCQF credit points) and Digital Animation Project (6 SCQF credit points), ensuring learners acquire practical and theoretical competencies. There are no optional units in the framework.

By focusing on the principles and tools of 2D animation, learners gain relevant skills that apply to diverse media, from web animation to computer gaming. The award is designed to meet evolving industry standards and supports learner progression into further education or entry-level positions in digital media fields, aligning with other SCQF qualifications and supporting seamless educational advancement.

The NPA in Digital Animation is suitable for a range of learners, particularly:

- Secondary school pupils (S4 to S6) who can incorporate the award into their Curriculum for Excellence programs, gaining a solid foundation for progression to further NPAs, Higher National qualifications, or workplace readiness.
- College students undertaking full-time or part-time digital media courses, seeking foundational skills to advance in animation.
- Individuals in vocational training programmes, such as Get Ready for Work, which emphasise skill development aligned with industry demands.
- Adults in the workforce, especially those within digital media roles, who may select a specific unit to enhance their skills in animation or pursue a comprehensive qualification to broaden career opportunities.

Learners who complete the NPA in Digital Animation will gain entry-level skills applicable to various sectors of digital media. The award supports progression into roles in web animation, computer gaming, and introductory positions in film and television production. It also offers a pathway for further study in advanced animation, multimedia production, and interactive media courses, supporting employment in these growing industries.

2. Qualification structure

This group award is made up of two mandatory units (3 SQA credits). It comprises 18 SCQF credit points at SCQF level 5. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

Both units are mandatory for learners to achieve the group award.

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J8HC	45	Digital Animation: An Introduction	2	12	5
J8HD	45	Digital Animation Project	1	6	5

Optional units:

There are no optional units in this framework.

3. Aims of the qualification

The NPA in Digital Animation is designed to equip learners with foundational skills in the growing field of digital animation, particularly focusing on two-dimensional (2D) digital techniques.

It encompasses a range of broad aims that align with the objectives of qualifications at this level. These aims focus on equipping learners with foundational knowledge and skills in digital animation, fostering analytical, creative, and project management abilities. The award seeks to enhance employability by developing practical skills and fostering a deeper understanding of digital animation principles, supporting both academic progression and preparation for entry-level roles in creative and digital media sectors.

3.1 General aims of the qualification

1. Develop academic skills aligned with SCQF level 5 standards.
2. Prepare candidates for entry-level roles in digital media sectors, specifically in animation and related fields.
3. Provide foundational knowledge and skills for progression in further and higher education, especially media and animation studies.
4. Foster transferable skills, including creativity, project planning, and digital literacy, that benefit both employment and broader personal development.
5. Encourage a passion and appreciation for digital animation, promoting further exploration and engagement in creative industries.
6. Develop Core Skills, with emphasis on Information and Communication Technology (ICT), Problem Solving, and Communication, to enhance employability.
7. Provide opportunities to develop key cognitive skills such as problem solving, analysis and evaluation.
8. Contribute to the development of meta-skills.
9. Enhance digital literacy skills in the field of animation.

3.2 Specific aims of the qualification

1. Increase learners' confidence and participation in a digital world.
2. Equip learners with a fundamental understanding of 2D animation techniques, principles, and industry applications.
3. Develop practical skills in character creation, motion techniques, and sequence animation using industry-standard software.
4. Enable learners to create complete digital animation projects, from conceptual design to final production, incorporating skills in scriptwriting, storyboarding, and animation production.
5. Instil technical skills required for project-based work, including the animation pipeline, project management, and adaptation to feedback.
6. Promote awareness of digital media ethics, including intellectual property and asset management.
7. Prepare learners with an awareness of industry expectations, trends, and professional standards, and exposure to professional bodies such as British Film Institute (BFI) and British Academy of Film and Television Arts (BAFTA).
8. Develop the ability to critique and evaluate both their work and that of others, fostering constructive responses to feedback to improve future projects.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and / or experience:

- Communication at SCQF level 4 or equivalent
- Numeracy at SCQF level 4 or equivalent
- Information and Communication Technology (ICT) at SCQF level 4 or equivalent
- Problem Solving at SCQF level 4 or equivalent
- National 4 / 5 in Computing Science
- National 4 / 5 in Mathematics
- appropriate industrial experience (candidates without formal qualifications)
- prior knowledge of computing or information technology — formal qualifications may not be necessary if suitable experience has been gained informally or through work experience
- ability to use the basic functions of an operating system
- appropriate combinations of relevant National Qualifications, Vocational Qualifications, further education (FE) and higher education (HE) qualifications and equivalent qualifications from other awarding bodies or suitable vendor qualifications at an appropriate level

It is not necessary for candidates to have prior experience in the creation of animation.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	Read and understand a straightforward document. Produce a document which conveys several pieces of information.
Numeracy	4	Use basic numerical and graphical data in straightforward and familiar contexts.
Information and Communication Technology (ICT)	4	Accessing information. Providing / creating information.
Problem Solving	4	Plan, organise and carry out a straightforward activity, select and obtain resources and implement actions.
Working with Others	4	Act on feedback from others.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and / or trade / professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

The table below illustrates the component units that make the most contribution to each aim; the absence of an aim being listed does not mean that the unit makes no contribution.

Note: See sections [3.1 General aims of the qualification](#) and [3.2 Specific aims of the qualification](#) for details of the aims.

Unit code	Unit title	General aims	Specific aims
J8HC 45	Digital Animation: An Introduction	1 to 9	1, 2, 3, 6
J8HD 45	Digital Animation Project	1 to 9	1, 4, 5, 7, 8

5.2 Mapping of National Occupational Standards (NOS) and / or trade body standards

SKSANIM12:	Create 2D animation
SKSANIM17:	Compositing animation
SKSANIM3:	Improve own knowledge and performance in animation
SKSANIM18:	Create computer generated images for animation
SKSVFX3:	Ensure the quality of visual effects outputs
SKSVFX5:	Model or texture characters, creatures, props or environments for visual effects
TECHDUDM2:	Create enhanced digital media assets
TECHDUDM3:	Produce advanced digital media assets
SKSIM14:	Prepare assets for use in games and interactive media projects
SKSIM16:	Create animated assets for games and interactive media projects
SKSANIM5:	Create storyboards, animatics or other preparatory visualisations

Unit code	Unit title	National Occupational Standards (NOS) code
J8HC 45	Digital Animation: An Introduction	SKSANIM12, SKSANIM17, SKSANIM3, SKSVFX5, TECHDUDM2, TECHDUDM3, SKSIM14, SKSIM16, SKSANIM18
J8HD 45	Digital Animation Project	SKSANIM12, SKSANIM17, SKSANIM3, SKSANIM18, SKSVFX3, SKSVFX5, TECHDUDM2, TECHDUDM3, SKSIM14, SKSIM16, SKSANIM5

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication: components
J8HC 45	Digital Animation: An Introduction	Written (Reading): Signposted Written (Writing): Signposted
J8HD 45	Digital Animation Project	Written (Reading): Signposted Written (Writing): Signposted

Unit code	Unit title	Numeracy: components
J8HC 45	Digital Animation: An Introduction	Using Number: Signposted Using Graphical Information: Signposted
J8HD 45	Digital Animation Project	Using Number: Signposted Using Graphical Information: Signposted

Unit code	Unit title	Information and Communication Technology (ICT): components
J8HC 45	Digital Animation: An Introduction	Accessing Information: Signposted Providing / Creating Information: Signposted
J8HD 45	Digital Animation Project	Accessing Information: Signposted Providing / Creating Information: Signposted

Unit code	Unit title	Problem Solving: components
J8HC 45	Digital Animation: An Introduction	Critical Thinking: Signposted Planning and Organising: Signposted
J8HD 45	Digital Animation Project	Critical Thinking: Signposted Planning and Organising: Signposted Reviewing and Evaluating: Signposted

Unit code	Unit title	Working with Others: components
J8HD 45	Digital Animation Project	Working Co-operatively with Others: Signposted Reviewing Co-operative Contribution: Signposted

5.4 Assessment strategy for the qualifications

The Assessment Support Pack produced has a combined assessment for both units in this award and it is recommended that the units are delivered and assessed holistically. The table below shows the assessment strategy if the units are being assessed separately.

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Digital Animation: An Introduction	Knowledge evidence. Written and / or oral evidence or end of outcome / unit multiple-choice	Product evidence.	Product evidence.	Product evidence.
Digital Animation Project	Knowledge evidence / written evidence.	Product evidence.	Product evidence.	Product evidence.

6. Guidance on approaches to delivery and assessment

Delivery

The NPA in Digital Animation is designed to equip learners with the essential skills required to produce 2D digital animations. The two mandatory units, Digital Animation: An Introduction and Digital Animation Project, can be delivered either sequentially or concurrently, providing flexibility to meet the needs of learners and centres.

Where possible, it is recommended that units are delivered concurrently to facilitate cross-delivery and assessment. This approach allows learners to contextualise the fundamental skills introduced in Digital Animation: An Introduction while applying them within the project-focused outcomes of Digital Animation Project. For example, learners could explore animation principles, character creation, and motion techniques in one unit while simultaneously planning and developing a project in the other.

Centres that choose to deliver the units individually should ensure that the underpinning skills and knowledge from Digital Animation: An Introduction are established before progressing to the more comprehensive, project-based requirements of Digital Animation Project. This ensures a strong foundation for learners to succeed.

To engage learners and promote creativity, a holistic, project-based approach is encouraged. Possible project scenarios include producing a short animation sequence, creating visual effects for a multimedia project, or developing animations for a simple game. Centres should adapt projects to reflect learners' interests and industry trends, while exposing them to the relevant hardware and software used in professional animation production.

The award is vendor and hardware neutral, enabling delivery across various modes, including blended and distance learning, provided learners have access to appropriate tools and resources.

Assessment

For both units, it is recommended to integrate assessments wherever possible, using project-based instruments to cover multiple outcomes holistically. For example, a single project brief could encompass the historical exploration, practical creation, and evaluative aspects required across the units. Alternatively, centres may assess individual outcomes or combine them in smaller subsets as needed.

When delivering the award concurrently, a holistic assessment approach is particularly effective, enabling learners to demonstrate their skills and understanding across both units in an integrated manner. If delivering the units individually, assessments should reflect the specific focus and context of each unit.

While centres may vary in their available resources, timetabling, and candidate profiles, assessments should remain manageable and aligned with the typical workload for an SCQF level 5 award. Wherever possible, learners should receive formative feedback to support their progression and refine their skills throughout the course.

6.1 Sequencing / integration of units

As highlighted earlier, the two mandatory units, Digital Animation: An Introduction and Digital Animation Project, can be delivered either sequentially or concurrently, providing flexibility to meet the needs of learners and centres.

Outcome 1 from Digital Animation: An Introduction should be delivered first to equip the learners with the underpinning knowledge required for the subsequent outcomes.

The Digital Animation: An Introduction unit is a double-credit unit and as such has a notional delivery time of 80 hours. The Digital Animation Project unit is a single credit unit and has a notional delivery time of 40 hours. There is some overlap between the two units, so, centres who deliver and assess the group award concurrently should ensure that common knowledge and skills only require to be taught once, reducing the overall time required.

For example, Digital Animation: An Introduction outcome 2 (c) Apply animation techniques and principles to the character, overlaps with Digital Animation Project outcome 3 (b) Apply appropriate digital animation techniques and principles. Likewise, Digital Animation: An Introduction outcome 3 (c) Export animations in appropriate formats, overlaps with Digital Animation Project outcome 3 (c) Export the animation in an appropriate format.

In addition, the combined delivery / assessment approach would allow both units to be assessed concurrently in a single project.

The delivery time distribution guidance can be found in the respective unit specifications.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- HN Graded Units.
- Course and / or external assessments.
- Other integrative assessment units (which may or not be graded).
- Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- Where there is an existing requirement for a licence to practice.
- Where there are specific health and safety requirements.
- Where there are regulatory, professional or other statutory requirements.
- Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website: [SQA Home Page](http://www.sqa.org.uk) (www.sqa.org.uk).

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and / or progression

There are no formal articulation routes for this award. However, the qualification could lead to several potential destinations including Modern Apprenticeships and degree courses in digital animation or related disciplines. The main progression for this award is from level to level. For example, progressing from level 5 to level 6. Learners could exit the award and progress to other National Certificates, or Higher National Certificates (HNCs).

6.2.2 Professional recognition

There is no professional recognition for this award.

6.2.3 Transitional arrangements

There are no transitional arrangements for this award.

6.2.4 Credit transfer

There are no credit transfer arrangements in place.

6.3 Opportunities for e-assessment

Centres have options for delivery and assessment as detailed above. If centres choose to use a multiple-choice assessment for outcome 1, it would be feasible for this to be given as an e-assessment, however, in this case outcome 1 would require to be assessed in closed-book and timed conditions.

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website: [Internal Assessment Support Materials](http://www.sqa.org.uk/internal-assessment-support-materials) (www.sqa.org.uk/internal-assessment-support-materials).

6.5 Resource requirements

Learners will require access to computing resources capable of creating digital animation. Internet access will be required to use some online resources. Appropriate hardware will be required.

Both Windows PCs and Apple Macs will have the options of installing the appropriate software, however, due to the Chrome operating system, it is recommended that Chromebooks would not be suitable for installing software.

At the time of writing, possible software applications along with minimum vendor-recommended requirements are as follows:

Name: Adobe Animate

Type: Proprietary

Minimum system requirements:

Operating System: Windows 10 or later, macOS X v10.14 or later

Processor: Intel Pentium 4 or Intel Centrino, Intel Xeon, or Intel Core Duo (or compatible), or AMD Athlon 64 processor (2 GHz or faster)

RAM: 2 GB (8 GB recommended)

Hard Disk: 4 GB of available space; additional free space required during installation

Display: 1280 x 1024 resolution

Name: Toon Boom Harmony

Type: Proprietary

Minimum system requirements:

Operating System: Windows 10 (64-bit) or macOS 10.13 or later

Processor: Intel Core i3 or AMD A10 processor or better

RAM: 8 GB

Hard Disk: 700 MB available disk space

Display: 1280 × 800 resolution

Name: Synfig Studio

Type: Open Source

Minimum system requirements:

Operating System: Windows 7 or later, macOS 10.12 or later, Linux

Processor: 1.5 GHz processor

RAM: 2 GB

Hard Disk: 500 MB available disk space

Display: 1280 × 768 resolution

Name: Scratch

Type: Open Source

Minimum system requirements:

Scratch is a web-based tool, so it requires only a web browser. However, a stable internet connection and a recent version of browsers like Chrome, Firefox, Safari, or Edge are recommended.

Name: Blender

Type: Open Source

Minimum system requirements:

Operating System: Windows 8.1, macOS 10.13, Linux

Processor: Dual-core 2Ghz CPU with SSE2 support

RAM: 4 GB (16 GB recommended)

Hard Disk: 500 MB of available space plus additional space for cache

Display: 1280 × 768 resolution, 24-bit colour

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website:

[SQA Assessment Arrangements](http://www.sqa.org.uk/assessmentarrangements) (www.sqa.org.uk/assessmentarrangements).

Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8. Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- learners may not be entered for the group award.
- the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- the group award will be deleted from the relevant catalogue.
- the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- no new centres may be approved to offer the group award.
- centres should only enter learners whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6 to 9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and will normally be made up of National Units which are available from SCQF levels 2 to 7.

Subject unit: Subject units contain vocational / subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: Refers to opportunities to develop Core Skills which arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

Please note: Where a unit is revised by another unit:

- No new centres may be approved to offer the unit which has been revised.
- Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

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9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The National Progression Award (NPA) in Digital Animation is a qualification at SCQF level 5, consisting of two units: Digital Animation: An Introduction (J8HC 45), and Digital Animation Project (J8HD 45). This qualification is designed as an introduction to the exciting world of 2D digital animation, equipping you with essential technical and creative skills.

What is the qualification about?

Digital animation is an essential component of the creative industries, with applications in areas such as web design, gaming, advertising, and film. This qualification will provide you with an introduction to animation techniques, principles, and tools used in the industry today. You will have the opportunity to apply your creativity, develop technical skills, and learn how to plan and produce complete animation projects.

What do I need to know before starting?

No prior experience in animation is required. However, basic digital literacy skills will help you get the most out of the course. The units are designed to provide foundational skills, making this qualification ideal for beginners interested in exploring animation as a potential career or creative outlet.

What will I learn?

Digital Animation: An Introduction unit (J8HC 45)

You will learn the fundamentals of 2D animation, including character design, motion techniques, and the use of industry-standard software. You will also explore the principles of animation and their applications in areas such as web development and games. By the end of this unit, you will have created short animation sequences that integrate visuals and sound.

Digital Animation Project unit (J8HD 45)

Building on the foundational skills gained from the Digital Animation: An Introduction unit, this unit allows you to design, plan, and produce a complete animation project. You will work through all stages of the animation process, from research and storyboarding to technical production and evaluation. You will gain project management skills and learn to respond to feedback constructively.

Throughout the course, you will develop transferable skills such as problem-solving, critical thinking, and communication, alongside technical competencies.

How will I be assessed?

Assessment is likely to be project-based, with opportunities for both units to be assessed together if they are delivered concurrently. In Digital Animation: An Introduction, you will be assessed on your ability to create and animate characters and sequences. In Digital Animation Project, you will produce a full animation, demonstrating your planning, technical skills, and ability to evaluate your work.

What's next?

This qualification can prepare you for further studies in digital media, animation, or related fields. Potential progression opportunities include National Certificates in Computing or Creative Industries, and ultimately, Higher National Certificates / Diplomas in Animation, Multimedia, or Game Design. It can also serve as a stepping stone to employment in junior roles within animation or digital media production.

Why should you choose this qualification?

Digital animation is an exciting and rapidly evolving field, offering opportunities to combine technical skills with creativity. Whether you are looking to pursue a career in animation or simply want to develop new skills, this qualification provides a solid foundation for further learning and personal development.