The Animation Workshop Graduate Survey 2016

The survey was sent to 133 graduate students and 84 respondents answered it; the response rate is equal to **61.65%.**

1. Program and study year

The first question asked to indicate the program and study year:

CA 10	13.1 %
CA 11	14.3 %
CA 12	21.4 %
CGA 10	17.9 %
CGA 11	21.4 %
CGA 12	11.9 %

2. Employment situation

- 57.1% of the respondents work full time
- 20.2% works as a freelancer
- 11.9% are unemployed
- 6 % work in their own company
- 3.6% work part-time
- 1.2% did not answer to the question

3. Companies respondents worked in during last 12 months

The respondents mentioned the following companies they worked during last 12 months:

Name of the company	Number and percentage of respondents	Name of the company	Number and percentage of respondents
Advance A/S	1 (0.65%)	LEGO	2 (1.31%)
A Film	1 (0.65%)	Leardal Copenhagen	1 (0.65%)
Aeria Games	1 (0.65%)	M2 Film 2	2 (1.31%)
Amazu Media	1 (0.65%)	Magic Light Pictures	1 (0.65%)
Animanostra	3 (1.97%)	Mark Film	1 (0.65%)
Argon FX	1 (0.65%)	Media Molecule	1 (0.65%)
Artwoork Studio	1 (0.65%)	Meindbender	1 (0.65%)
Beach Park Studios	1 (0.65%)	Might & Delight	1 (0.65%)
Blinkink	2 (1.31%)	MPC	6 (3.94%)

Bron Animation 3	1 (0.65%)	Monkey Tennis	6 (3.94%)
Chimney	1 (0.65%)	Moving Picture Company	1 (0.65%)
Crytek	1 (0.65%)	Naïve	2 (1.31%)
Clicks and Links	1 (0.65%)	Neko Productions	1 (0.65%)
Cult Software	1 (0.65%)	Nørlum	4 (2.63%)
Copenhagen Bombay	3 (1.97%)	O2O	2 (1.31%)
Copernicus	1 (0.65%)	Puppetworks Animation Studio	1 (0.65%)
Dansk TegneFilm	1 (0.65%)	Pixomondo	1 (0.65%)
Den Danske Filmskole	1 (0.65%)	Parasol Island	1 (0.65%)
Det Frie Gymnasium	1 (0.65%)	Passion Pictures Paris	1 (0.65%)
Dneg	1 (0.65%)	Pipangai	1 (0.65%)
Double Negative	2 (1.31%)	Precious Metals	2 (1.31%)
Dog Ears	1 (0.65%)	Proof Inc.	1 (0.65%)
Egmont	1 (0.65%)	Powerhouse	1 (0.65%)
Fasad	1 (0.65%)	Razor Edge Games	1 (0.65%)
Feed Me light	1 (0.65%)	Sixmorevodka	1 (0.65%)
Framestore	3 (1.97%)	Shield Bash Enterntainment	1 (0.65%)
Funday Factory	5 (3.28%)	Snowcloud Films	1 (0.65%)
Fork Film	1 (0.65%)	Sybo Games	2 (1.31%)
Giant Animation	1 (0.65%)	Team To	3 (1.97%)
Gear Works	1 (0.65%)	The National Film School of Denmark	1 (0.65%)
Ghost	1 (0.65%)	Tin Drum Studio	1 (0.65%)
Golden Wolf	1 (0.65%)	Tiny Red Camel	1 (0.65%)
Heyday Aps	1 (0.65%)	The Third Floor	2 (1.31%)
Hide The Zebra	4 (2.63%)	The Animation Workshop	7 (4.60%)
Hjaltelin Shahl	1 (0.65%)	Through Line Games	1 (0.65%)
HydraLab	1 (0.65%)	Triband	2 (1.31%)
Illumination Mac Guff	2 (1.31%)	Ubisoft Blue Byte	1 (0.65%)
Industrial Light & Magic	3 (1.97%)	Ud og Se	2 (1.31%)
Ja Film	10(6.57%)	Venturous	1 (0.65%)
JPL Films	2 (1.31%)	Whalegun	1 (0.65%)
King	2 (1.31%)	Wil Film	7 (4.60%)
Kong Orange	2 (1.31%)	Wooga	1 (0.65%)
Kuntz Animation	1 (0.65%)	Zetland	1 (0.65%)

4. Branch of the business

Branch of the business respondents work in:

- 23.8% work in film industry
- 16.7% TV industry
- 11.9 % commercial industry

- 10.7% games industry
- 7.1% illustration industry

Other respondents indicated additional branches, like advertising, visual development, virtual and augmented reality, concept art and fine arts.

5. Work areas

Respondents work areas:
- 9.1% Visual Development
- 7.9% Character Design
- 7.4% 2D Animation
- 7.1% 3D Animation
- 6.9% Modeling
- 5.6% Storyboard
- 5.3% Compositing
- 5.1% Rigging
- 5.1% Layout
- 4.6% Backgrounds

Respondents indicated addition work areas as well, like Virtual Reality, Grooming, Scripting/Programming, Film Editing and Digital Layout.

6. Colleagues education

The 6th question asked respondents if they know where their colleagues have studied.

Nr.	Name	Country
1	Aalborg University	Denmark
2	Academy of Media Arts in Cologne	Germany
3	Algonquin College	Canada
4	Bezalel School of the Arts in Jerusalem	Israel
5	Bournemouth University	United Kingdom
6	Campus I12	Sweden
7	DADIU	Denmark
8	Danish Film School	Denmark
9	Danmarks Tekniske Universitet	Denmark
10	ESMA	France
11	Filmakademie Baden Wuerttemberg	Germany
12	Game Design at Uppsala University	Sweden
13	Gobelins	France
14	ILOI	France
15	Kingston University	United Kingdom
16	Kolding Design School	Denmark
17	Medievidenskab, Aarhus University	Denmark
18	Nackademin	Sweden
19	Royal College of Arts	United Kingdom

20	Royal Danish Academy of Fine Arts	Denmark
21	Russian Academy of Art Florence	Italy
22	Savannah College of Art and Design	USA
23	Sheridan College	Canada
24	Supinfocom	France
25	The Animation Workshop, VIA UC	Denmark
26	True Max, Copenhagen Academy of Games, Animation and Visual Effects	Denmark
27	Vancouver Film School	Canada
28	3D College	Denmark

Freelancing

7. Months worked during within 12 last months

The 7th question asked respondents, who are freelancing, to indicate how many months have their worked during last 12 months. The average was equal to 5.5 months.

8. Information

The 8th question asked respondents to indicate where they find information about a next freelance job.

- Network
- Friends
- Social media (Facebook, Linked In, Twitter)
- Different forums and websites (www.spiludvikling.dk, http://www.anis.nu)
- Alumni contact the companies directly asking about job opportunities

Own a company

9. Clients

The 9th question asked respondents, who own their company, to indicate where they find their clients.

- Personal network
- Social media
- Directly contacting animation, gaming and advertising studios
- Different forums, websites and international conferences

Continuing education

The Animation Workshop
VIA University College

10. Education

The 10th question asked respondents who are continuing their education, to indicate where they are studying.

- Online tutorials
- Different short training courses (like ASF)
- Courses at The Danish Film School
- Game Design at The Royal Danish Academy
- Computer Science at Reykjavík University

Few respondents stated that they are planning to have master degree in animation.

Danish graduates

11. Working abroad

This question asked Danish graduates currently working abroad to indicate the country they are working in.

- United Kingdom (11 respondents)
- Sweden (3 respondents)
- Germany (4 respondents)
- France
- US
- Hungary
- Brazil

International graduates

12. Network from The Animation Workshop

The question asked international graduates whether their current work relates to the network from The Animation Workshop.

- 47.8% stated that current work related to The Animation workshop
- 52.2% stated that current work does not related to The Animation Workshop

13. Working in Denmark after graduation

The question asked whether international graduates have been working in Denmark after graduation.

- 55.5% did not work in Denmark after graduation
- 44.5 worked in Denmark after graduation

14. Opportunity to work in Denmark

The question asked international graduates, if there be an opportunity to work in Denmark, would they work in Denmark in the future.

- 88.4% would like to work in Denmark in the future
- 11.6 % would possibly like to work in Denmark in the future

15. International company affiliated with Danish company

The question asked international graduates who work abroad, whether the company they work in is affiliated with a Danish company.

- 93.7% stated they their workplace is not affiliated with a Danish company
- 6.3% stated they workplace is affiliated with a Danish compan

16. Danish language

This question asked international graduates whether Danish language is crucial for a job in Denmark. The majority of the respondents indicated that it is not crucial in the animation/ visual communication industry and they are working in Denmark in English speaking/international environment. Some of the respondents indicated that the Danish language is much more important from the social aspect.

General information

17. Salary

Question 17 asked respondents to indicate how much they have earned in 2015.

- 64.3% earned between 0-200 000DKK
- 20.2% earned between 200 000DKK – 350 000DKK
- 7.1% earned between 350 000DKK -500 000DKK
- 8.3% did not answer to the question

18. Working hours

Question 18 asked respondents to indicate an average working hours per week. The average working hours were equal to 39 hours per week.

19. Job search after graduation

The question 19 asked respondents to indicate how they found their first job after graduation

- 29.8% internship
- 25% school network
- 10.7% professional network
- 9.5% personal network – teacher or career start month recruitment
- 15.5 Other (specified below)
- 6% did not answer to the question
- 3.6% job bank

Some students commented that they searched jobs via Facebook group "Animationsrelaterede jobs i Danmark", some mentioned personal network, social networks like Linked In and Facebook, while others stated that they applied directly to the companies and were hired.

"If I had to redo it I would have applied directly for a job. In my opinion internships are a waste of time and much harder to get then junior positions, so I have no idea why TAW is always so busy telling people to go for internships. It's quite easy to understand a company needs more juniors then interns and since you end up doing the same as juniors in an intern position it's basically just placing yourself furthers behind the competition. But then again most of the leaders of the school were creatives 10-15 years ago when the industry was different".

20. Career guidance via semester reviews

The question asked respondents to evaluate the career guidance they received via semester reviews.

- 50% "good"
- 25% "average"
- 13% "excellent"
- 3.6 "average"
- 2.4% "poor"
- 6% did not answer to the question

21. Career guidance via internship preparation

The question asked respondents to evaluate the career guidance respondents received via internship preparation.

- 46.4% "good"
- 23.8% "excellent"
- 17.9% "average"
- 3.6% "poor"
- 1.2% "fair"
- 7.1% did not answer to the question

22. Career start month

The question asked respondents to evaluate the career start month (time in January when companies visited for recruiting).

- 14.3% "excellent"
- 39.3% "good"
- 29.8% "average"
- 7.1% "fair"
- 1.2% "poor"
- 8.3% did not answer to this question

23. Prepared for employment in CG Arts or Animation fields

The question asked respondents, whether they felt prepared to be employed in the field of animation or CG Arts upon graduating.

More than 80% of respondents who answered this question said they felt prepared for the employment.

24. Specialist or generalist

The question asked whether respondents work as specialists or generalists, or both. If she or he works as a specialist, whether his or her generalist knowledge learned to support specialist skills.

- 55.5% works as generalists
- 44.5% works as specialists
-

25. Junior professional in specialized field

This question asked whether respondents acquired relevant competences to work as a junior professional in specialized field.

- 84.3% answered "yes"
- 14% answered "partly"
- 1.7% answered "no"

26. Software

The question asked respondents which software is the most important to them.

Nr.	Program	Percentage
1	**After Effects Adobe**	**7.06%**
2	Anime CC	0.59%
3	Anime Studio Pro	0.59%
4	Blender	0.59%
5	Cinema 4D	1.18%
6	CrazyBump	0.59%
7	Cry Engine	0.59%
8	Flash	1.18%
9	Houdini	1.18%
10	Illustrator	1.76%
11	In Design	0.59%

12	Key Shot	0.59%
13	Mari	1.76%
14	**Maya**	**28.82%**
15	Nuke	2.94%
16	**Photoshop**	**19.41%**
17	**Adobe Premiere Pro**	**5.88%**
18	Sublime Text 3	0.59%
19	Substance Designer	0.59%
20	Substance Painter	1.76%
21	Toon Boom	2.94%
22	**TV Paint**	**8.24%**
23	Unity	4.71%
24	UV Layout	0.59%
25	Zbrush6	3.53%

27. Software skills

Respondents were asked if they have software skills required for junior professional.

- 89.8% "yes"
- 7.5% "I don't know"
- 2.7% "no"

28. Skillset of core competences

The question asked respondents to what level they find they developed the skillset of their competences on the education.
- 41.4% "good"
- 38.5% "high"
- 17.14% "moderate"
- 2.96% "poor"

29. Skillset of specialization

Question 29 asked respondents to which level they developed the skillset of their specialization on the education.

- 40.6% "good"
- 30.5% "high"
- 22% "moderate"

30. Comments on other skills required

The question 30 asked respondents to leave a comment in relation to question 29, if there are other skills required.

- 3Ds Max
- Business management
- CAD optimization
- Digital Matte Painting
- Flash
- Game production
- Gesture drawing
- Illustrator
- Mari
- Motion Graphics
- Networking
- Programming
- Real rendering techniques
- Rigging
- Scripting
- Shading
- Texturing
- Time management
- TV productions
- UI design
- Unity game development
- V-ray
- Vector illustration

31. Competences added to the study program

The question asked if other skills were required, would they like to see these competences added to the educational program or would they prefer to be offered as further education.

Majority of the respondents would like that the additional programs or courses would be added to the education program and not extended as further education.

32. Recommendations for education program

Question 32 asked respondents if they have any recommendation specializations that currently are not covered by the education programs. Here are some of students comments:

"Directing. Or get the animation directors from Copenhagen to come and consult during the bachelor films. We are all taught the same, but suddenly we have to act as though we haven't. To me it seems counterproductive".

"Experience in a wide range of CG lighting techniques, Building of shades in 3D, learning of efficient uv unwrapping, knowledge of Node based compositing and how to use render passes for the best final outcome and creative use".

"The school does its job perfect. We learn a craft and love for that craft. If the school wants to try something new, they could go into production. But there is a great school in Arhus for that, so why bother. Just keep training animators and CG artists and pray that the demand grows. The best about my experience was that the school seems to have an overall interest in spiritual growth, which is billions of times more important than any skills and competences they teach".

"A greater understanding of Maya as a whole, not just the areas or tools that relate directly to animation".

"Invest in games and interactive media. Perhaps TV-show production as well, since the education is very focused on the skill and quality for feature film production".

"Would be great to have the role of the VFX Supervisor or Animation Director added, since they are going on set to supervise the shoot in the early production".

"I can't think of anything new, but I do wish you could bring back the Quadruped Project for future years (I hear it was replaced with games). The QP is pretty much the only actual VFX project for both the CG's and animators, and it is extremely helpful for show reels. A lot of students will go into VFX, and I think it's important to give them some projects to help them along the way".

"Scripting! As it can be a huge time saver in so many areas and can help the individual speed up their workflow".

33. Personal students competences

Question 33 asked respondents to express their agreement or disagreement with 13 different statements in a five point scale, from strongly disagree to strongly agree.

"I am able to orient myself in the business"

Strongly agree	34.7%
Agree	40.3%
Neither agree nor disagree	18.1%
Disagree	5.6%
Strongly disagree	1.4%

" I acquired a high level of understanding of film making process"

Strongly agree	59.7%
Agree	33.3%
Neither agree nor disagree	5.6%
Disagree	1.4%
Strongly disagree	0%

"I acquired a high level of understanding of how to plan my fields (designing, modeling, animation etc.) task within a production"

Strongly agree	45.8%
Agree	44.4%
Neither agree nor disagree	8.3%
Disagree	1.4%
Strongly disagree	0%

"I acquired a high level of understanding of design theory and visual language to express a genre/tone"

Strongly agree	47.2%
Agree	43.1%
Neither agree nor disagree	6.9%
Disagree	2.8%
Strongly disagree	0%

"I am able to carry out an animation or CG related tasks by my particular field"

Strongly agree	54.2%
Agree	33.3%
Neither agree nor disagree	5.6%
Disagree	6.9%
Strongly disagree	0%

"I am able to implement reference that is relevant to my tasks in pre-production, animation or CG Arts"

Strongly agree	50%
Agree	40.3%
Neither agree nor disagree	6.9%
Disagree	2.8%
Strongly disagree	0%

"I am able to develop concepts for animation"

Strongly agree	44.4%
Agree	37.5%
Neither agree nor disagree	12.5%
Disagree	5.6%
Strongly disagree	0%

"I am able to collaborate with other skillsets"

Strongly agree	52.8%
Agree	44.4%

Neither agree nor disagree	1.4%
Disagree	1.4%
Strongly disagree	0%

"I am able to solve problems in my field"

Strongly agree	48.6%
Agree	40.3%
Neither agree nor disagree	11.1%
Disagree	0%
Strongly disagree	0%

"I am able to update myself on the newest practices and knowledge in my field"

Strongly agree	45.8%
Agree	41.7%
Neither agree nor disagree	12.5%
Disagree	0%
Strongly disagree	0%

"I am able to cultivate positive work culture"

Strongly agree	56.9%
Agree	37.5%
Neither agree nor disagree	4.2%
Disagree	1.4%
Strongly disagree	0%

"I am able to research knowledge on my own"

Strongly agree	65.3%
Agree	30.6%
Neither agree nor disagree	4.2%
Disagree	0%
Strongly disagree	0%

"I am able to receive and give feedback"

Strongly agree	70.8%
Agree	27.8%
Neither agree nor disagree	1.4%
Disagree	0%
Strongly disagree	0%

34. Competencies relevant to job market

The question asked respondents to which extent the presented competencies were relevant to them in terms of job market. There were presented 12 statements and respondents were asked to evaluate it in a 5-point scale, from highly irrelevant to highly relevant.

"The ability to implement reference that is relevant to your tasks in pre-production, animation or CG Arts (this could include design, modeling or look development)"

Strongly agree	46.5%
Agree	33.8%
Neither agree nor disagree	15.5%
Disagree	2.8%
Strongly disagree	1.4%

"The ability to carry out an animation or CG Art tasks required by your particular field"

Strongly agree	69%
Agree	23.9%
Neither agree nor disagree	4.2%
Disagree	1.4%
Strongly disagree	1.4%

"An understanding of film making process"

Strongly agree	38.8%
Agree	43.1%
Neither agree nor disagree	12.5%
Disagree	5.6%
Strongly disagree	0%

"An understanding of how to plan your fields (designing, modeling, animation etc.) task within a production"

Strongly agree	60.6%
Agree	29.6%
Neither agree nor disagree	7%
Disagree	2.8%
Strongly disagree	0%

"An understanding of the design theory and visual language to express a genre/tone"

Strongly agree	45.8%
Agree	38.9%
Neither agree nor disagree	11.1%
Disagree	4.2%
Strongly disagree	0%

"The ability to develop concepts for animation"

Strongly agree	30.6%
Agree	31.9%
Neither agree nor disagree	27.8%
Disagree	9.7%
Strongly disagree	0%

"The ability to problem solve tasks in your field"

Strongly agree	61.1%
Agree	36.1%
Neither agree nor disagree	2.8%
Disagree	0%
Strongly disagree	0%

"The ability to orient yourself to the business"

Strongly agree	44.4%
Agree	43.1%
Neither agree nor disagree	12.5%
Disagree	0%
Strongly disagree	0%

"The ability to update yourself to the newest practices and knowledge in your field"

Strongly agree	40.3%
Agree	48.6%
Neither agree nor disagree	11.1%
Disagree	0%
Strongly disagree	0%

"The ability to collaborate with other skillsets"

Strongly agree	66.7%
Agree	29.2%
Neither agree nor disagree	4.2%
Disagree	0%
Strongly disagree	0%

"The ability to cultivate a positive work culture"

Strongly agree	63.9%
Agree	33.3%
Neither agree nor disagree	2.8%
Disagree	0%
Strongly disagree	0%

"The ability to research knowledge on your own"

Strongly agree	56.9%
Agree	37.5%
Neither agree nor disagree	5.6%
Disagree	0%
Strongly disagree	0%

35. Education evaluation

The question asked respondents to evaluate 6 presented statements in relation to offered education in a 5-point- scale.

"I believe that the education had a good progression"

Strongly agree	40.3%
Agree	50%
Neither agree nor disagree	4.2%
Disagree	5.6%
Strongly disagree	0%

"I believe that the intensity was relevant for the education"

Strongly agree	34.7%
Agree	54.2%
Neither agree nor disagree	8.3%
Disagree	2.8%
Strongly disagree	0%

"I believe that there was a good continuity between the modules/semesters"

Strongly agree	45.8%
Agree	43.1%
Neither agree nor disagree	6.9%
Disagree	4.2%
Strongly disagree	0%

"I believe that the level was relevant for the education"

Strongly agree	50%
Agree	44.4%
Neither agree nor disagree	5.6%
Disagree	0%
Strongly disagree	0%

"I believe that having professional guest teachers were relevant for learning in my profession"

Strongly agree	84.7%
Agree	12.5%
Neither agree nor disagree	2.8%
Disagree	0%
Strongly disagree	0%

"I would recommend this education to other"

Strongly agree	80.6%
Agree	19.4%
Neither agree nor disagree	0%
Disagree	0%
Strongly disagree	0%

36. Recommendations to improve education

The last question asked to make a comment if they have any recommendations to improve the education organization, continuity or level.

"I think that one more semester in the end of self-study with guest teachers could add a lot. That's a great time to work out new things to the show reel/portfolio and deal with stuff that you didn't know enough in your internship and bring the new knowledge into your work. Also sometimes you can't show the work from the studios so it's good to develop your own self-study to show your skills and without the stress of doing it at work (where you need to deliver)".

"I think the module for the school is awesome, and I miss going to TAW so much. It's just hard finding work. If there's any way to do any more research on companies actually looking to hire people/recruiting during the month of January I'd do as much research as possible and encourage people to apply for jobs early. I know it's not all about jobs but I've had troubles making my start, and I don't want others to experience the same-- though I'm sure a US perspective is different from a European one. The markets are sure to be different".

"Our years were pretty hectic, fx. we had advanced rigging in our 1st year before we had even had basic rigging, and then had basic rigging in our 2nd year. Also it seemed that there wasn't enough time to learn things you struggled with, fx. I struggled with shaders but the teacher wasn't very helpful to those who didn't get it right away, and we moved along so quickly into a new group project with very tight deadlines that the shading job was given to someone who had understood it better and could do it faster to save time. Last thing, we didn't have the time during school to specialize in a certain field, and it would have been nice to at least have some guidance in that area as I felt more like we were pushed to be generalists".

"It's been a while and I think you've made some changes already. If possible, though, try to cultivate a self-study or 'make your own thing' mind set in the CA line. When I was studying, I was actually kind of envious of the CGAs self-studies, and didn't feel I had

time to make anything outside of school. But like I said, I think you've already changed some things and I do see more of the current CAs doing their own projects .

"It would be wonderful to have a Master degree or further education possibility after the Bachelor".

"It is a shame the 3rd year sees such an inequality in learning amongst students : make more workshops available and favored side self-studies would be nice".

"Give us the option to take a masters at the school".

"More opportunities to specialize".

"More layout classes both for animators and CG artists".

"Stop self-study and let people specialize on their own time. The lack of interest in following the curriculum leads to specialists with no solid understanding of pipeline steps and a major lack of insight".

"Please keep up offering this amazing education to the new coming students".

"It would be great to have an option for students who do not want to spend their whole time on the bachelor films. I would have loved to do more animation courses and have more time to prepare my reel and learn more animation skills rather than fully participating in the group project ".

"I could have benefited from experiencing working on and having success with personal projects. This will sound lame, but I lost myself along the way and couldn't see myself working in the industry. Now I work with something entirely different and being creative is my favorite hobby".