Module Descriptor

Title	Audio Visual Integration		
Session	2025/26	**Status**	Normal
Code	COMP09008	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Christopher Fisher		

Summary of Module

This module develops students' technical and creative skills in the production and post-production of audio-visual media. Through group and individual work, students will plan, record, edit, and mix a short video sequence with an appropriate soundtrack. Key topics include video production techniques, camera operation, lighting, storyboarding, narrative development, synchronisation, sound recording, audio post-production, and final delivery preparation.

Aspects which will be discussed include:

- AV planning and storyboarding techniques
- Camera setup, lighting, and visual composition
- Narrative development for short-form media
- Post-production editing and synchronisation
- Field recording and design of audio assets
- Sound editing and mixing for picture
- Timecode alignment and AV workflow integration
- Preparation of final outputs for media delivery

This module embeds the key "I am UWS" graduate attributes and in particular: Universal (Critical Thinker, Collaborative), Work Ready (Potential leader, Effective communicator, Digitally Literate, Problem-solver) and Successful (Innovative, Creative, Transformational).

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Apply appropriate planning and preparation techniques to develop a video sequence for synchronised post-production audio.
L2	Demonstrate technical proficiency in capturing and editing visual material for integration with audio content.
L3	Record, design, and prepare audio elements suitable for integration into a compiled video sequence.
L4	Combine and synchronise audio and visual materials to create a cohesive and deliverable AV product.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** • Demonstrate integrated knowledge of AV production, synchronisation, and post-production techniques. • Understand the scope and terminology of AV workflows and delivery methods.
Practice: Applied Knowledge and Understanding	**SCQF 9** • Apply skills in video capture, editing, and synchronisation. • Execute professional AV workflows and respond to production challenges.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 9** • Analyse and solve practical problems in planning and production. • Exercise creativity and make technical and aesthetic judgments in context.
Communication, ICT and Numeracy Skills	**SCQF 9** • Use AV software and tools to support production and delivery. • Collaborate effectively through planning and production documents.
Autonomy, Accountability and Working with Others	**SCQF 9** • Take responsibility for roles in group AV projects. • Work under guidance while showing initiative and professional conduct.

Prerequisites	**Module Code** COMP08064	**Module Title** Recording and Production 2
	Other Or equivalent prior experience of sound production	
Co-requisites	**Module Code** N/A	**Module Title** N/A

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module is delivered through a combination of lectures, demonstrations, supervised lab sessions, and independent production work. Students will work individually and in groups to apply planning and production techniques to complete an audio-visual project.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	36
Independent Study	152
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: • Access to video cameras and audio capture equipment • Audio/video editing software (DAW + NLE)

• Wyatt, H. (2017). Audio Post Production for Television and Film

• Andersson, B. & Geyen, J.L. (2015). The DSLR Filmmaker's Handbook

• Keast, G. (2015). The Art of the Cut

• Brindle, M. (2014). The Digital Filmmaking Handbook

• Van Sijll, J. (2005). Cinematic Storytelling

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will log in to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School, an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Computing**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Creative Computing

Moderator	Colin Grassie
External Examiner	N Aurriccio
Accreditation Details	JAMES
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Audio-visual planning documentation (20%)
Assessment 2
Audio-visual project (80%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☐	☐	☐	☐	20	4

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of practical work	☐	☒	☒	☒	☐	80	4

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	8 hours

Change Control

What	**When**	**Who**

Updated to 2025/26 template and updated delivery/component/learning outcomes.	24/03/2025	Christopher Fisher