

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> Motion Graphics - Film & TV			
Code: FILM10003	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Blane Savage		
<b>Summary of Module</b>			
<p>This module is designed to develop the student's ability to apply critical analysis, concept development and the production of creative title sequence solutions within a Motion Graphics environment.</p> <p>Through a series of practical exercises, students will demonstrate an understanding of linear, sequential and non-linear visual narrative.</p> <p>This will include the development of solutions to live, or negotiated Motion Graphics briefs, demonstrating an understanding of concept development, while engaging with a practice based process, using appropriate tools, technologies and methodologies.</p> <p>These will include the use of 'conventional' art and design media and will also employ new media applications and post-production tools within a Time Based Media environment.</p> <p>The use of convergent media types will be encouraged, as will the possibility of engaging in collaborative working practice, (where appropriate).</p> <p>Research, based on the student's practice will be required to be undertaken, in the form of a critical review of the complete design and production process undertaken. This will be by both a peer presentation and an illustrated written assignment of a minimum of 2000 words. Within this process, by critical analysis and a practical application of skills, students will develop a knowledge and understanding of Time- Based Media from both an historical and contemporary practice perspective.</p> <ul style="list-style-type: none"> <li>- Creative title sequences</li> <li>- Post production techniques</li> <li>- Development of convergent media</li> </ul>			

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
T1 Art Students / T2 FMSW/BP students					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate detailed knowledge and understanding of tools, methodologies and post production techniques in motion graphics
L2	Apply knowledge, skills and understanding in using a wide range of the principal professional skills associated with motion graphics production
L3	Autonomously critically identify, define, conceptualise and analyse complex professional problems and issues through the creative process of a motion graphics media type
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.
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 Level <b>10</b> Demonstrate and/or work with:

	<p>a critical overview of historical and contemporary motion graphics, including critical understanding of the Principal theories and concepts</p> <p>a critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms in motion graphics</p> <p>a knowledge and understanding that is generated through personal research or equivalent work which makes a significant contribution to the development of the subject/ discipline of motion graphics</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 10</b> Use a significant range of the principal skills, techniques, practices and materials associated with motion graphics</p> <p>Use and enhance a range of complex skills, Techniques, practices and materials at the forefront of one or more specialisms.</p> <p>Apply a range of standard and specialized research/ equivalent instruments and techniques of enquiry.</p> <p>Design and execute research, investigative or development projects to deal with new problems and issues</p> <p>Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices.</p>
Generic Cognitive skills	<p><b>SCQF Level 10</b></p> <p>Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.</p> <p>Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 10</b></p> <p>Use a significant range of advanced and specialised skills as appropriate to motion graphics – for example:</p> <p>communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose</p> <p>communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms</p>

	<p>use a range of software to support and enhance work at this level and specify software requirements to enhance work</p> <p>critically evaluate numerical and graphical data</p>				
<p>Autonomy, Accountability and Working with others</p>	<p><b>SCQF Level 10</b></p> <p>Exercise a high level of autonomy and initiative in professional and equivalent activities.</p> <p>Take full responsibility for own work and/ or significant responsibility for the work of others.</p> <p>Demonstrate leadership and/ or originality in tackling and solving problems and issues.</p> <p>Work in ways which are reflective, self- critical and based on research/ evidence. Deal with complex ethical and professional issues.</p> <p>Make informed judgements on new and emerging issues not addressed by current professional and/ or ethical codes or practices.</p>				
<p><b>Pre-requisites:</b></p>	<p>Before undertaking this module the student should have undertaken the following:</p>				
	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> <tr> <td><b>Other:</b></td> <td></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>	<b>Other:</b>	
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<p><b>Co-requisites</b></p>	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>		
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\*Indicates that module descriptor is not published.

<p><b>Learning and Teaching</b></p>	
<p><b>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.</b></p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
<p>Lecture/Core Content Delivery</p>	<p>30</p>
<p>Tutorial/Synchronous Support Activity</p>	<p>10</p>

Laboratory/Practical Demonstration/Workshop	10
Independent Study	150
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Gallagher, Rebecca & Paldy, Andrea (2006) Exploring Motion Graphics (Design Exploration) New York: Delmar.

Krasener, Jon (2008) Motion Graphic Design: Applied History and Aesthetics, Oxford: Focal Press.

Krasner, Jon (2004) Motion Graphic Design and Fine Art Animation: Principles and Practice, Oxford: Focal Press.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Tony Grace
<b>External Examiner</b>	A Nevill
<b>Accreditation Details</b>	e.g. ACCA <small>Click or tap here to enter text.</small>
<b>Changes/Version Number</b>	2.07

### Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1: Execute the production of a motion graphics sequence using appropriate tools, methodologies and post-production techniques. (30%)

Assessment 2: Develop a brief, then design and produce a piece of Motion Graphics for the screen utilizing a range of techniques and materials. (60%)

Assessment 3: Assessment 3: Develop a written critique of practice recording the creative process underpinning a motion graphics solution in an appropriate media type (approximately 750 words) (10%)

(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.)

## Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes / Videotapes / Games/ Simulations	x	x				30	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes / Videotapes / Games/ Simulations	x	x				60	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work			x			10	0
<b>Combined Total for All Components</b>						<b>100%</b>	<b>0 hours</b>

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean



Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**