Session: 2024/25

Title of Module: Creative Animation

Code: COMP08088	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	John McQuillan		

Summary of Module

This is a module in the Computer Animation Arts programme. This module develops creativity in animation, and introduces the student to animation outside the computer. The student is presented with problems that must be solved using basic tools and specific traditional animation techniques (such as stop-motion). Students are introduced to different techniques over the first half of the module while working as groups on short projects. Students will further develop the team working, management and planning skills necessary for all forms of animation. In the second half of the module students work as individuals on a short animation using one or more of the techniques explored in the first half.

- This module embeds the key “I am UWS” graduate attributes and in particular: Academic Universal Critical Thinker Analytical Inquiring Work Ready Knowledgeable Digitally Literate Problem-solver Successful Autonomous Innovative Personal Universal Emotionally-intelligent Ethically-minded Culturally aware Work Ready Effective communicator Motivated Successful Creative Imaginative Resilient Professional Universal Collaborative Research-minded Work Ready Potential leader

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	

[Top of Page]

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. This module develops creativity in animation. The student is presented with problems that must be solved using basic tools. Students are introduced to stop motion and conventional animation techniques and are required to develop team working skills and work autonomously on an individual project. This module will also reinforce the requirement for rigorous planning. L2. Improvise and problem solve to create animation using a variety of tools. L3. Demonstrate the ability to self-critique and reflect on the whole process of animation. L4. Assemble photographic material into an animated digital form suitable for the chosen delivery method.

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 8. Students will increase knowledge and understanding of animation techniques. Students will develop advanced skills in animation and will broaden their knowledge of animation techniques for conventional animation (created outside the computer).	
Practice: Applied Knowledge and Understanding	SCQF Level 8. Students will apply the techniques discussed in lectures and lab sessions to their own animation and solve problems in animation by integrating a variety of software into their animation projects.	
Generic Cognitive skills	SCQF Level 8. By avoiding the use of dedicated animation software, students are forced to take a creative approach to problem solving in animation projects.	
Communication, ICT and Numeracy Skills	SCQF Level 8. Students will develop the arithmetical skills necessary to plan and implement a variety of different conventional animation techniques. Students will be introduced to a range of software used for digital video and audio processing and use them for postprocesing and assembly of final animation in to a video format.	
Autonomy, Accountability and Working with others	SCQF Level 8. Students will engage in group and individual project work. In the group work students will be required to manage resources others will depend on for the successful completion of the group projects.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	COMP07011 2D Computer Animation

Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
This module encourages a creative approach to animation away from the computer. Assessment is based on the creation of animation with limited resources and encourages creative problem solving as well as developing novel uses everyday objects in animation. Teaching is based around team based exercises followed by an individual project. All assessment is continuous.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	8
Laboratory/Practical Demonstration/Workshop	40
Asynchronous Class Activity	52
Independent Study	100
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: 'The Animators Survival Kit' by R. Williams pub. Faber & Faber
(**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)
Engagement Requirements
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 Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with scheduled teaching sessions and defined points of engagement. For the purposes of this module, students are expected to demonstrate engagement through submission of all coursework and attendance at scheduled lab and lecture sessions. Students should inform the lecturer of any external circumstance requiring non-attendance. Missing any session without good reason and communication may result in removal from the module. Failure to submit coursework may also result in the removal from the module. Other areas of measure may also be used, including degree of access to University based online teaching resources.

Supplemental Information

Programme Board	Computing

Assessment Results (Pass/Fail)	No
Subject Panel	Creative Computing
Moderator	Patrick Walder
External Examiner	S Kennedy-Parr
Accreditation Details	
Version Number	1.07

Assessment: (also refer to Assessment Outcomes Grids below)
Practical: consisting of two items of assessment, one group based, and one individual.
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Portfolio of practical work	✓	✓	✓	✓	100	0
				Combined Total For All Components	100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The University policies on equality and diversity will apply to this module: the content and assessment are based on the ability to communicate in English but are otherwise culture-neutral. This module requires:
• Manual, non-computer skills
• Computer use
• Verbal and computer-based presentation in front of small groups and the entire class

When a student discloses a disability, enabling support coordinators will agree the appropriate adjustments to be made, consulting with the module coordinator if necessary.

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