Module Descriptor

Title	Visual Effects		
Session	2025/26	**Status**	Active
Code	COMP09102	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Dr Mark Carey		

Summary of Module

The module introduces students to visual effects. There is a strong emphasis towards the creation of visual effects for students proficient in the use of 3D software.

Areas covered include:

Compositing through both green screen and alpha channel methods

Scale and perspective

Digital Matteing

HDRI mapping creation and application Rotoscoping Camera tracking.

Additionally students will be encouraged to explore the how good rendering practices apply in contribution to assessment outcomes. There is a strong realtionship to skills imparted through the Advanced Texturing, Lighting and Rendering Module.

The module is aimed mainly towards computer animation students to enable application to their other projects. To enhance students ability in the production of animation To introduce the concepts of compositing.

To develop skills in lighting and rendering of a 3D asset.

To introduce the concepts involved in Visual Effects Production.

This module embeds the key “I am UWS” graduate attributes and in particular: Academic Universal

Analytical Inquiring Work Ready Knowledgeable Digitally Literate Problem-solver Successful Autonomous

Personal Work Ready Effective communicator Successful Creative Imaginative Resilient

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	Produce visual effects and apply to computer animations and real world video material.
L2	Identify and understand conventions of visual effects and their application to film and television productions.
L3	Analyse and critically evaluate the application of visual effects to a project for purpose and meaning.
L4	
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** Students will develop knowledge of the scope, defining features, and main areas of visual effects. This will include, but is not limited, to the areas detailed in the module summary. Students will gain an understanding of a range of theories, concepts, principles and terminology in the creation of visual effects. Students will raise their awareness and understanding of the area through research with a strong emphasis on the application of visual effects to the industries of film, television and animation production. Students should challenge their predetermined expectations of animation in considering its liberties and restrictions as a medium.

[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

Practice: Applied Knowledge and Understanding	**SCQF 9** Students will apply knowledge, skills and understanding through the production of visual effects for the purpose of enhancing a visual sequence. Students will show consideration in applying a range of professional skills, techniques, practices and materials associated with the visual effects sector most notably compositing. Students will carry out routine lines of enquiry to investigate professional level problems and issues and how in turn this might effect their own undertaking. They will adapt routine practices within accepted standards to develop their own abilities in practical execution.
Generic Cognitive skills	**SCQF 9** Students will critically analyse and evaluate current practices in the field of visual effects to inform the development of their own ideas and practices. This will include current concepts, information and issues that are within the common understandings of the sector. Students will be expected to utilise a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues, with notable reference to current industry practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Students will be required to become conversant with software for visual effects creation which could be used in future employment, thus enhancing their ICT abilities and skills. For communication skills, students will have to think very carefully about communication with their chosen audience in the creation of the practical assessment so that effects work does not over complicate nor deviate from the intention of the piece.
Autonomy, Accountability and Working with Others	**SCQF 9** Students will systematically identify and address their own learning needs both in current and in new areas, making use of previous learning. Students will be expected to manage resources for the successful completion of practical work. This will emanate from planning and application of current professional practice.

Prerequisites	**Module Code** COMP08090 COMP08013	**Module Title** Digital Film Making 3D Modelling
	Other	
Co-requisites	**Module Code** COMP09100	**Module Title** Advanced Texturing, Lighting and Rendering

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. The module will be delivered by means of lectures and practical lab work aimed at developing knowledge and skills to confidently plan and produce a visual effects sequence.

The lectures will introduce key concepts, theories and practices in the creation of visual effects, providing historical context and development and application to the modern area of computer generated imagery.

The lab sessions impart practical skills which students will adapt for utilization to their own project work. This includes work in areas such as compositing, masking, depth, scale and perspective.

Students will build their own visual effects sequence which may comprise the amalgamation of virtual and real world elements.

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)
Lecture / Core Content Delivery	12
Laboratory / Practical Demonstration / Workshop	36
Independent Study	152
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Students will be required to use 3D modelling software and effects tools.

It is expected that work with video cameras will be undertaken.

Observation and study of audio visual material should also be undertaken in the module to relate industry practices and real world problems to student assessment.

AdobeTV.com

videocopilot.net

5c's of Cinematography: Motion Pictures Filming Techniques. Mascelli, Joseph V.

"Adobe After Effects CC - Visual Effects and Compositing Studio Techniques". Christiansen, M.

(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 login 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	Patrick Walder
External Examiner	TBC
Accreditation Details	ScreenSkills
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	March 25/1.07

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Green Screen Compositing and reflective report.
Assessment 2
3D Object compositing and reflective report.
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**
Practical sequences and reflective reports.	☒	☒	☒	☐	☐	100	200

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	200 hours

Change Control

What	**When**	**Who**
Populated new descriptor template.	March 2025	Mark Carey