Session: 2024/25

Title of Module: Animation Studio Production

Code: COMP10025	SCQF Level: 10 (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 module is intended to give the honours year student the opportunity to engage in a larger team-based project. The project will require fast but detailed planning and the allocation of work and resources between team members. The work will require a high degree of coordination within the team. Assessment is 100% continuous consisting of a series of short presentations, the production of planning documentation, and material, the final animation and a reflective document. The reflection should detail what the student has learned and how they have progressed over the course of the module, how they have performed within their team and how the team has performed. Each student within a team should be able to show developmental material for the final brief and will not be marked solely on the material displayed in the final animation.

- 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 Incisive Innovative Personal Universal Emotionally-intelligent Ethically-minded Work Ready Effective communicator Influential Motivated Successful Creative Imaginative Resilient Professional Universal Collaborative Research-minded Socially responsible Work Ready Potential leader Enterprising Ambitious Successful Driven Transformational

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	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Prepare a detailed plan, including resource requirements, deadlines and duties according to a specified brief L2. Critically assess the individual and group members' contribution to the overall work. L3. To produce a final animation accompanied by critique and evaluation against the initial brief

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 10. Integration of the differing techniques in the animation production pipeline, key for working within the medium to large scale animation industry, along with a detailed knowledge of a specialist area in the pipeline and how it relates to other specialisations.	
Practice: Applied Knowledge and Understanding	SCQF Level 10. Students must be able to demonstrate an ability to switch roles and apply knowledge of a range of techniques to modelling and texturing, and cinematographic problems.	
Generic Cognitive skills	SCQF Level 10. Students, in groups, must demonstrate the ability to define problems and delegate work to group members based on strengths and specialities. Critical review of work is carried out throughout the project, and students must demonstrate the ability to adapt to changes in specification.	
Communication, ICT and Numeracy Skills	SCQF Level 10. Students must be able to work with a range of software, plan and present ideas and progress.	
Autonomy, Accountability and Working with others	SCQF Level 10. Students will be expected to work as part of a team and to gain the understanding that the successful completion of the project depends on the success of all of their individual contributions. The team will be expected to adhere to strict deadlines.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: COMP09028	**Module Title:** Animation Project
	Other:	

Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
This module is led by a former industry practitioner and requires a high degree of teamwork and cooperation.	
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	10
Laboratory/Practical Demonstration/Workshop	36
Independent Study	154
	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 resources required for the module will depend on the production undertaken but are likely to include 3D modelling and animation software and compositing software.
(**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 timetabled teaching sessions, course-related learning resources on the VLE, and complete assessments and submit these on time. Attendance in this module contributes to the assessment.

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Creative Computing
Moderator	Mark Carey

External Examiner	S Kennedy-Parr
Accreditation Details	N/A
Version Number	2.09

Assessment: (also refer to Assessment Outcomes Grids below)

Practical: consisting of team and individual based submissions. Work is continuously reviewed and critiqued.

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓	✓	100	56
Combined Total For All Components				100%	56 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 is almost entirely computer based and students must be proficient computer users within a graphical user interface.

There is a fundamental requirement in this module for teamwork and discussion. Students are expected to present work in front of team mates and the class lecturers.
UWS Equality and Diversity Policy

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