

Title of Module: Computer Animation Arts 4 Project

Code: COMP10071	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Patrick Walder		

Summary of Module

The Compute Animation Arts 4 Project is worth 60 credit points, and spans Terms 1 and 2 of the Honours year of the Computer Animation Arts degree, running as a single module in T1 and as a double in T2. It provides an opportunity for students to demonstrate their creative skills and produce a major piece of work in an area of Computer Animation in which they have a particular interest. Output from the module should be of a professional standard, and would be expected to form the cornerstone of a showreel - a principal requirement for employment in the animation industry. A broad range of potential project types and topics are permitted, with students being encouraged to develop their own project ideas subject to staff approval.

The Honours Project is an individual piece of work in which the responsibility for researching and producing the end product is the student's alone. Students will be expected to consult with, and report to, their project supervisor on a regular basis. Students will be expected to exhibit critical judgement in their work, to formulate their own project design goals, and to critique their final piece in the light of those goals. The assessment regime is intended to reflect this approach.

- This module embeds the key "I am UWS" graduate attributes and in particular: Universal(keywords), Work Ready(keywords) and Successful (keywords) 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 Influential Motivated Successful Creative Imaginative Resilient Professional Universal Research-minded Socially responsible Work Ready Potential leader Enterprising Ambitious Successful Driven Daring 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		

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Learning Outcomes: (maximum of 5 statements)	
On successful completion of this module the student will be able to:	
L1. Demonstrate detailed knowledge and understanding within a specialism of computer animation, and apply this in the context of a substantial development project.	
L2. Plan and execute a substantial project autonomously, seeking guidance from a qualified practitioner where appropriate.	
L3. Critically analyse and evaluate information from a variety of sources.	
L4. Communicate complex ideas effectively, both verbally and in writing.	
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. Detailed knowledge and understanding of theories and issues pertaining to a specialism of computer animation. Conduct research into current developments in a specialism of computer animation through appropriate methods of enquiry.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Development of substantial, professional level output in the field of computer animation, applying appropriate development methodologies.
Generic Cognitive skills	SCQF Level 10. Specification and planning of a major computer animation project. Derivation of creative solutions for professional level problems in animation. Critical self-assessment, analysis and evaluation of a completed project.
Communication, ICT and Numeracy Skills	SCQF Level 10. Effective communication of design decisions taken on a project and the rationale for such decisions. Use of a variety of software tools to carry out content creation tasks, selecting the most suitable tool for each stage of the process.

	Confident and clear oral and written communication of complex ideas and concepts. Analysis of evaluation data to produce relevant and meaningful conclusions.	
Autonomy, Accountability and Working with others	SCQF Level 10. Creating, and adhering to, clearly defined goals and milestones within a longterm development project. Working autonomously, but with reference to a supervisor, on a substantial development project.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: COMP09027 COMP09028	Module Title: 3D Asset Production 2 Animation Project
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
<p>As this is a project-based module, contact hours will include introductory discussions and workshops aimed at giving students clear guidance in developing their project aims and goals. In subsequent weeks they will meet regularly with an allocated supervisor. Both forms of interaction are included in the Synchronous Support Activity category below.</p> <p>The remaining time allocation will consist of independent research, planning and development work. The overall assessment will be based around the submission of preliminary planning material during the first semester, oral presentations describing progress through the project duration, and the completed product along with other planning and research documentation.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	40
Independent Study	560
	600 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The resources required will depend on the area in which the project is based and will require to be discussed with project supervisor.</p>	
(**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
<p>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</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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.</p>

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Supplemental Information

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

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Assessment: (also refer to Assessment Outcomes Grids below)
<p>Practical (100%) [The project is practically oriented with the goal of producing an original artefact, along with accompanying documentation and analysis] Students receive detailed formative feedback on their work throughout the session via regular meetings with their supervisor.</p>
<p>(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.)</p>

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

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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 windows, icons and mouse pointer environment with the use of suitable aids where required.

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

Further guidance available from Student Services, Enabling Support Co-ordinators or the University's Equality and Diversity Co-ordinator.

[UWS Equality and Diversity Policy](#)

[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)