

Programme Title	BA (Hons) Motion Graphics
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 6 – BA (Hons) Motion Graphics
Interim awards	Level 5 – Dip HE Level 4 – Cert HE
UCAS Code	W280
QAA Subject Benchmark	Art and Design (2016)
PRSB reference	-
Mode of study	Full time
Date produced/amended	April 2018
Course Leader	Steve Bonnett

Distinctiveness

Every time you look at a screen, whether it is on your phone, computer or behind your favourite band at a concert the chances are you will see the work of a motion graphics designer. Because of this motion graphics is currently one of the fastest growing areas in design. The Ravensbourne BA (Hons) in Motion Graphics is the only course in the country focussed exclusively on developing the full range of skills and knowledge needed to work in the motion graphics industry.

In your first year you will learn a wide range of key skills, both creative and practical and gain insights and knowledge about the motion graphics industry. These skills include graphic design including typography, storytelling, animation, visualisation, live action filming and conceptual thinking as well as workshops and training in a range of software. The first year is delivered through workshops and short projects.

In your second year you will bring these skills together in longer projects that reflect the sort of projects a motion graphic designer might typically work on. These projects will include film and television title sequences, information graphics, advertising and promotional films, music video and branding. You will also get the opportunity to collaborate with students from other courses, choose elective units that reflect your personal interests, engage with industry professionals and get opportunities to work on live briefs and take up internships.

Your final year is focussed on creating a personal portfolio of work that reflects your skills and aspirations as a motion graphics designer. You will be required to do one competition or live brief but otherwise all briefs can be self initiated. You will receive portfolio reviews from industry professionals, and ongoing mentoring and technical advice as well as specialist workshops.

All Ravensbourne courses are supported by contextual studies and their programs are tailored to reflect the content of the individual courses. In addition at Level 5 there are cross college elective and collaborative units and collaboration is encouraged on projects at all levels.

Graduates from our course work across a wide range of jobs, some focussing on specific

areas of activity but most using the full range of skills gained on the course. In recent years we have had graduates working as designers for all the major media companies including BBC, MTV, BT Sports, Sky TV and Discovery Channel and for large design agencies such as Ogilvy and also smaller cutting edge companies like Jump and Pearlfisher. Graduates also find employment at facilities houses such as the Mill, Unit and Framestore where they are involved in designing and creating work for the film, television and advertising industries as well as working in visual effects and other specialised areas. In addition many large companies now employ their own in-house motion graphic designers to work on advertising and promotional material. Recent graduates have taken jobs with companies as diverse as Burberry, Jaguar and Manchester United FC. Graduates from our course also work designing for exhibitions and events and in associated areas such as music video and theatre.

As a graduate from our course you will be uniquely placed to step into this exciting and vibrant industry.

The Mindsets and Skillsets Manifesto: Five Principles

Ravensbourne developed its Mindsets and Skillsets Manifesto as part of an institution-wide Portfolio Review. This was the culmination of a significant process that included a broad literature review; various outputs from national and international conferences and institutional visits; a 'Futures in the Making Symposium' attended by academic faculty - featuring an industry panel and a second panel of high profile external academics; a '20 / 20 / 20 Visiting Lecture Programme'; and market analysis of existing courses and the university's academic framework. The final Manifesto also drew from the institution's Strategic Plan and the Director's post-2018 vision document.

The Mindsets and Skillsets Manifesto consists of Five Principles that creates the basis of a vision that informs a new academic framework, its new curriculum, and all course level learning outcomes. This Manifesto underpins the validation and revalidation documents presented here, and is briefly articulated in the following way:

1. Cultivate / where the individual thrives

- Holistic Education: beyond the discipline
- Life Skills: resilience, self-efficacy, multiple intelligence

Extending the norms of skills-acquisition and competency-based approaches Cultivate nurtures the creative individual beyond the academy, embracing the holistic notion of educating the whole person.

Critical life-skills are investigated and multiple intelligences explored through a model that supports professional and personal development to create and support resilient and inclusive individuals prepared for work in the ever-changing creative industries and for living with wider societal and cultural flux in the 21st century.

2. Collaborate / where disciplines evolve

- Blurring Disciplines: petri dish for new thinking and practice
- Shape-Shifters: new practice demands new practitioners

The Collaborate model enables students with discipline-specific knowledge to apply their own creative thinking, design and media practices and methodologies and production

techniques to interdisciplinary and transdisciplinary projects.

Interdisciplinary project models integrate subject knowledge and working methods from a range of disciplines to create synthesis of practice, whilst the transdisciplinary model creates new and extended disciplinary modes through the unity of intellectual and practice-based frameworks to reach beyond single disciplinary perspectives.

3. Integrate / where education engages industry

- Professional Modes: education mirrors industry
- Depth and Breadth: specialists and generalists

A model that integrates academic delivery with industry practice; enabling subject-specific, interdisciplinary student teams to replicate modes of working found within relevant professional models; the Production House in Film and TV, the Design Studio in communication and media design, the Fashion House in fashion and textiles, the Advertising Agency in advertising and promotion and the Architecture Practice in architecture and interiors.

Typically the Integrated Team, with each member assigned a specific role, works to a phased delivery that may include the Discover, Define, Develop and Deliver stages of the Design Double Diamond. Integrate challenges traditional constraints in the teaching of the solo practitioner and embraces the notion of disciplinary discovery and practice through team working.

4. Advocate / where purpose meets practice

- Citizen Practitioners: tackling real-world problems
- Self to Selves: from the individual to the collective

Putting purpose first, Advocate recognises the responsibility for creative education to address the unprecedented environmental, social and economic challenges facing humankind; tomorrow's designers and media practitioners are increasingly aware of their responsibilities as global citizens to engage with complex ethical issues related to climate change, social justice, interdependence, wellbeing and biodiversity.

Advocate puts studio projects and commercial and charitable industry commissions at the centre of the educational experience enabling students real-world opportunities to improve the communities in which they live and work and in turn begin to transform the wider world.

5. Originate / where creativity meets technology

- Mind-Sets + Skill-Sets: the dynamism of ideas + technology
- Applied Mastery: leveraging theory, practice and innovation

Sitting at the intersection of creativity and technology, Originate enables the merging of visionary mind-sets and skill-sets to provide provocative and challenging design and media approaches. The amalgamation of theory and practice, Originate embraces both integrated and agile design-thinking and design-doing practice and research methodologies to forge dynamic technologically-savvy and creativity-driven responses and solutions to given and self-directed industry-leading projects.

Programme aims

- This course aims to provide all the specialist skills and knowledge needed to become a professional motion graphic designer.
- All students will experience the full range of core skills but at Level 6 students may choose to focus on specific aspects of motion graphics practice.
- All students will have the breadth of knowledge and experience needed to creatively collaborate with specialists in associated areas.
- All students will have a comprehensive knowledge of contemporary professional practice, the creative process and an awareness of current areas of development and innovation in motion graphics.
- All students will be able to demonstrate independence, resilience, persistence and self motivation.
- All students will underpin their design practice with academic research.

Programme Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the course students will be able to:

LO 1 Research/Inspiration

Select and evaluate information gathering techniques using a wide range of sources, providing visual, contextual and industry case-study research as appropriate.

Related Principle: ORIGINATE

LO 2 Concept/Ideation

Critically appraise and evaluate appropriate research materials to generate workable concepts or strategic project themes that inform and underpin project development.

Related Principle: ORIGINATE

LO 3 Development/Prototyping

Investigate potential pathways that result in appropriate solutions, informed by a systematic understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 4 (Pre) Production

Demonstrate systematic working knowledge, production skills, selection, application and understanding of a selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

LO 5 Presentation /Storytelling For Influence

Communicate projects creatively and professionally, whether in visual, oral or written form. Methods of presentation are appropriate to the audience/client and the purpose of the work.

Related Principle: ADVOCATE

LO 6 Critical and creative mindsets

Evaluate a range of critical approaches in order to form an independent position

Related Principle: ORIGINATE

LO 7 Employability

Effectively employ professional transferrable and employability skills, including the ability to manage time and work to clear briefs and deadlines, respond to set goals, and communicate effectively.

Related Principle: CULTIVATE

LO 8 Professional Identity

Align your professional identity as a practitioner with a viable career context.

Related Principle: CULTIVATE

Learning and Teaching methods	Assessment Strategy
<ul style="list-style-type: none"> The course is structured so that Level 4 focuses on core skills underpinned by academic research. Level 5 focuses on the integration of these skills into complex design projects, encouraging experimentation and development of skills. Finally at Level 6 students are encouraged to explore their own development as designers through self 	<ul style="list-style-type: none"> All workshops, seminars and projects will be taken into account when assessing units. Students will be required to attend all practical, skills based workshops and achieve a satisfactory standard to pass the related unit. Assessments will be based on a mix of tutor feedback and peer group assessment, that will vary from project

<p>initiated projects and experimentation.</p> <ul style="list-style-type: none"> ● Students learn through a variety of teaching methods - ie lectures, tutorials, small group seminars, practical workshops, projects, face to face critique and written feedback. ● Students are required to have personal blogs and use these to rationalise their research and design development. ● The VLE is actively integrated into each assignment, and students access a wide variety of reference material and briefing documents. ● From the outset of the course students learn the skills needed for the role of a motion graphics designer which in the second year they are then encouraged to integrate independently into their work and this integration culminates in their self initiated briefs in the final year. ● The diverse needs of each student are addressed by employing both in person and online one to one mentoring and small group teaching methods. Students are encouraged to support one another in group work and through the open element of many assignments students are given the opportunity to express their diversity. ● Students need access to a wide range of equipment and this varies for specific student projects. Students are encouraged to tailor these requirements for each outcome. ● The course team works in conjunction with Student Support to address individual student requirements. 	<p>to project across the whole programme.</p> <ul style="list-style-type: none"> ● Formative Assessments are a key element of the assessment strategy as storyboards, concept presentations and initial proposals are particularly important when planning complex projects. Working towards these, and then developing further from them reflects industry practice. Students will receive written feedback to feed forward into their final submission. ● At Summative Assessment there are a variety of methods used, including critique presentations, with verbal commentary and discussion, followed by written feedback. ● Alternatively at summative assessment there will be a review session (debrief), after the students have received written feedback on work submitted online. At this they view and discuss the entire cohorts work and are able to see their own work in the context of both their feedback and their peer's work. ● Some projects at Level 4 would receive more continuous feedback and assessment based on the students personal blogs, culminating in a final grade and feedback delivered as an overview of all work submitted.
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PROGRAMME SPECIFICATION

Unit Code	Unit Title	Credits
Level 4		
	Induction	0
C18101	Themes in Contemporary Culture	15
MGR18102	Narrative	30
MGR18103	Industry Context	15
MGR18104	Motion Design	30
MGR18105	Production	30
Level 5		
C18201	The Big Ideas and Philosophies	15
MGR18202	Branding	15
EMGR181/2	Cross-Department Electives	15
CIE18200	Cross Institution Elective	15
MGR18203	Information Design	30
MGR18204	The Bigger Picture	30
Level 6		
C18301	Dissertation	30
MGR18302	Motion Typography	15
MGR18303	Negotiated Briefs	30
MGR18304	Major Project	30
MGR18305	Portfolio/Personal Branding	15
		360

Entry Requirements

Students will normally be expected to possess five GCSEs (grade C or above) or equivalent (including English) and also to hold at least one of the following or equivalent UK or international qualification:

- 2 A Levels (grades A-C) or 4 AS Levels (grades A-C)
- 2 vocational A Level (grades A-C)
- Level 3 Foundation Diploma or National Diploma
- Advanced Diploma (grades A-C)
- International Baccalaureate (28 points or above)

Where an applicant's first language is not English, proof of competence in English will be required. For undergraduate and postgraduate programmes, this will normally take the form of an approved English language test at B2 level in the Common European Framework of Reference. Any test for proficiency in English must have been achieved within 18 months preceding the date of entry. Individual programmes may have higher language requirements. Ravensbourne's international department will advise applicants on the language requirements for particular programmes.

Selection Criteria

Ravensbourne will use a number of methods to assess an applicant’s suitability for their course of choice. Primarily applicants are selected on the basis of:

- an applicant’s prior academic achievement/qualifications and/or previous employment/life experience;
- assessment of the applicant’s ability and aptitude to succeed on the course for which s/he has applied.

Students will be selected according to the generic criteria set out below:

Personal attributes

- shows commitment, enthusiasm and interest in the subject area
- initiative and problem solving
- ability to communicate

Creative process

- can generate ideas and use external sources to develop them
- ability to research an idea and follow it through to a finished product

Study skills

- can understand and organise information clearly
- can investigate and analyse information
- shows reasoning and intellectual curiosity

Professional skills

- has shown they can initiate and deliver projects
- can work in a team and with people with different skills
- has shown confidence with IT

Career aspirations

- understands the relevance of the course to her/his career ambitions
- understands current debates within industry

Accreditation of Prior Learning

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne’s Accreditation of Prior Learning Policy and Procedure.

Student Support	http://intranet.rave.ac.uk/display/SS/Student+Support
Assessment Regulations	http://intranet.rave.ac.uk/display/RA/Assessment+-+UG+and+PG

Course LOs	Level 4				Level 5					Level 6			
	MGR18102	MGR18103	MGR18104	MGR18105	MGR18202	MGR18203	MGR18204	EMGR181	EMGR182	MGR18302	MGR18303	MGR18304	MGR18305
LO1	X	X	X	X	X			x	x		X	X	
LO2	X				X	X	X	x		X		X	
LO3			X	X		X					X		X
LO4	X		X			X		x	x	X		X	
LO5	X	X	X	X	X	X	X		x		X	X	X
LO6		X			X		X			X	X	X	
LO7				X			X				X		X
LO8		X						X	x				X

Description of the Course

Ravensbourne has had a stand-alone course in motion graphics for over 15 years and is still the only BA (Hons) course in the UK exclusively focussed on motion graphic design. The course has benefited from the institution's close relationship with the broadcast industry, its groundbreaking approach to cutting edge digital technology and its emphasis on design excellence.

The course covers the full range of skills needed to become a motion graphic designer. These skills are both creative and practical and are all tailored specifically to the needs of the motion graphic design industry, underpinned by academic research. The focus of the course is the communication of concepts and information through motion and across specific time frames. The key areas covered on the course are narrative, visual communication including typography, animation, live action, branding and information design as well as examination of the history, context and future potential of motion graphic design.

Within each area of study in the first year there is a focus on underlying principles and core skills relevant to working in motion graphics, supported by academic research and analysis.

This is followed in the second year by exploration of how these are employed and integrated with each other in professional practice. Students get opportunities to collaborate with students from other disciplines and to gain direct experience of industry practice through internships and specialist guest professionals. There is also an opportunity to study an elective unit focussing on a particular area of personal interest, picked from a range of options and also engage in collaborative cross course projects.

In their final year students are able to focus on specific areas of practice through self initiated projects as well as demonstrate their broader knowledge, understanding and skills through competitions or live briefs.

Motion graphics is currently one of the fastest growing areas of design. On completion of the course students will be ready for employment in industry. As well as traditional areas such as film, television and advertising, motion graphics are now a part of all aspects of our lives from the interface on our mobile phones to installations at performances, exhibitions and events. Recognising this, companies and agencies are increasingly setting up in house motion graphics units.

Graduates from our course are uniquely placed to step into this exciting and vibrant industry.

Academic Framework – Course Diagram

	Term1	Term2	Term 3
Level 4 120 credits	Induction <i>(Inc. contribution from Theory)</i> 0 credits	C18101 Themes in Contemporary Culture 15 credits	
	MGR18102 Narrative 30 credits	MGR18104 Motion Design 30 credits	MGR18105 Production 30 credits
	MGR18103 Industry Context 15 credits		
Level 5 120 credits	C18201 – Part 1 <i>Big Ideas and Philosophies</i> <i>(7.5 out of 15 credits)</i>		C18201 – Part 2 <i>Dissertation Proposal</i> <i>(remaining 7.5 out of 15 credits)</i>
	EMGR181 or EMGR182 <i>Cross Department</i> 15 credits	Elective 2: <i>Cross-Institutional</i> 15 credits	MGR18204 The Bigger Picture 30 credits
	MGR18202 Branding 15 credits	MGR18203 Information Design 30 credits	
Level 6 120 credits	C18301 Dissertation 30 credits	MGR18303 Negotiated Briefs 30 credits	
	MGR18302 Motion Typography 15 credits	MGR18304 Major Project 30 credits	
			MGR18305 Portfolio/Personal Branding 15 credits