



Course Title	BA (Hons) Motion Graphics
Final Award	BA (Hons) Motion Graphics
Interim Awards	BA Motion Graphics Diploma of Higher Education in Motion Graphics Certificate of Higher Education in Motion Graphics
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	W280
HECOS code (with Subject percentage Splits if applicable)	100887 Moving Image Techniques 100061 Graphic Design 100630 Typography 100057 Animation 100443 Media Production
QAA Subject Benchmark	Art and Design (2019) Communication Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part time
Mode of study	<input checked="" type="checkbox"/> Face to Face
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University campus
Length(s) of Course(s)	3 years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	09/2022
Date produced/amended	06/22
Course Leader	Steve Bonnett
Course Development Team Members	Tim Platt (Senior Lecturer)
Course Administrative Contact	

Course Description

Motion Graphics is a design discipline that is at the intersection of graphic design and animation, employing skills from both disciplines also engaging with filmmaking skills in the design and delivery of short form motion content. A motion graphics designer will typically create sequences of a few seconds duration up to two or three minutes. These may be freestanding or designed to be integrated within the context of a longer piece of work. This can include title sequences, information pieces, web content, cross media branding, advertising material and promotions. Currently there is a big increase in the use of motion graphics in experiential design for exhibitions, events etc which is reflected in the content of the course.

We are surrounded by motion graphics look at any 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) Motion Graphics is one of the only courses in the country focussed exclusively on developing the full range of skills and knowledge needed to work in the motion graphics industry. On graduation from the course students are uniquely placed to step into this exciting and vibrant industry.

In their first-year students will learn a wide range of key skills, both creative, theoretical and practical and gain insights and knowledge about the motion graphics industry. These skills include graphic design, typography, storytelling, animation, visualisation, live action production, post-production and conceptual thinking as well as workshops and training in a range of industry standard software. This is delivered through a series of workshops and short projects.

In their second year they will bring these skills together in longer projects that reflect the 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, branding, social media and experiential design. Students will also get the opportunity to collaborate with students from other courses and get opportunities to work on live briefs and take up internships.

The final year is focussed on creating a personal portfolio of work that reflects the student's skills and aspirations as a motion graphics designer. They will be required to engage with one competition or live brief but otherwise all briefs can be self-initiated. They will receive portfolio reviews from industry professionals, and ongoing mentoring and technical advice as well as specialist workshops.

Graduates from the course find work with major media and broadcast companies, large design agencies and also smaller cutting-edge companies as well as working freelance. Many find employment at facilities houses 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 as an integral part of their design and promotion teams. Another emerging area of work for motion graphics designers is creating content for exhibitions and events and in working in associated areas such as music video and theatre.

Course Aims

- To provide all the specialist skills and knowledge needed to become a professional motion graphic designer.

<ul style="list-style-type: none"> To offer the experience of the full range of core skills. At Level 6 students may choose to focus on specific aspects of motion graphics practice.
<ul style="list-style-type: none"> To deliver a comprehensive knowledge of contemporary professional practice, the creative process and an awareness of current areas of development and innovation in motion graphics.
<ul style="list-style-type: none"> To deliver the breadth of knowledge and experience needed to creatively collaborate with specialists in associated areas.
<ul style="list-style-type: none"> To underpin design practice with theory and academic research.

Course Learning Outcomes

<p>The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the BA (Hons) Motion Graphics students will be able to:</p>	
Explore	Utilise and synthesise Motion Graphics specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	<p>Critically engage with the development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to Motion Graphics.</p> <p>Synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Motion Graphics. (CLO2)</p>
Influence	<p>Approach work methodically and critically identify and consider socially, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to Motion Graphics. (CLO3)</p>
Integrate	Successfully synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Motion Graphics. (CLO4)

<p>Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the BA Motion Graphics students will be able to:</p>	
Explore	Utilise and synthesise Motion Graphics specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	<p>Evidence a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to Motion Graphics. (CLO2)</p>
Influence	Work in a way that identifies and considers ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to Motion Graphics Design.

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	(CLO3)
Integrate	Effectively synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Motion Graphics Design. (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Motion Graphics** students will be able to:

Explore	Utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to Motion Graphics. (CLO1)
Create	Combine ideas, materials, tests and outcomes into solutions that inform and guide practical and theoretical development in physical, written and oral forms aligned to Motion Graphics. Demonstrate developed technical competencies, supporting ideation, communication and presentation in relation to Motion Graphics. (CLO2)
Influence	Work in a way that identifies consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to Motion Graphics. (CLO3)
Integrate	Engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Motion Graphics. (CLO4)

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Certificate of Higher Education in Motion Graphics** students will be able to:

Explore	Engage with research and critical thinking, developing Motion Graphics specific knowledge and emerging ability to problem solve. (CLO1).
Create	Consider ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms in relation to Motion Graphics. Demonstrate emerging technical competencies, supporting ideation, communication and presentation in relation to Motion Graphics. (CLO2)
Influence	Demonstrate a working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Motion Graphics. (CLO3)
Integrate	Engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Motion Graphics. (CLO4)

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> Evaluate their own beliefs, biases and assumptions Evaluate strengths, weaknesses, and fallacies of logic in arguments and information Apply lesson from the past or learned knowledge and skills to new and varied situations Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques Devise and defend a logical hypothesis to explain observed phenomenon Recognize a problem and devise and implement a plan of action 	Explore, Create, Integrate, Influence
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	Create
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	Integrate, Influence
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:	Explore, Influence, Integrate

	<ul style="list-style-type: none"> • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making 	
	<p>Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p>	
	<ul style="list-style-type: none"> • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring 	
	<p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p>	
	<ul style="list-style-type: none"> • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience 	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	Influence, Integrate

Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	Create, Influence, Integrate
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	Explore, Create, Integrate, Influence
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	Explore, Create, Influence, Integrate,

Learning, Teaching and Assessment

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-initiated projects and experimentation. 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. 	<ul style="list-style-type: none"> All workshops, seminars and projects will be taken into account when assessing modules. Students will be required to attend all practical, skills-based workshops and achieve a satisfactory standard to pass the related module. Assessments will be based on a mix of tutor feedback and peer group assessment, that will vary from project to project across the whole programme. Formative Assessments are a key element of the assessment strategy. Storyboards, concept presentations and initial proposals are particularly important when planning complex projects. Working towards these, and then developing further from them reflects industry

- 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 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.

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 cohort's 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.
- Feedback may be provided to students in a range of ways including written, audio and visual methods for summatives and will include peer-to-peer feedback for formatives.

Work-Based Learning

The industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this during Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.

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Established partnerships and relationships for this course include; BBC, Red Bee, Sky, Discovery Channel, CNN, Design Bridge, Unit, Burberry, Potion Pictures, Inertia, Studio Hansa, We Are Seventeen etc.

The course relationship with these agencies would be best exploited by expanding the definition of Work-Based learning to include live and collaborative projects. Learning outcomes will define a developing set of hard & soft professional skills.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
MGR2210X	Design Principles for Motion		Mandatory	20
MGR2210X	Animation Principles	x	Mandatory	20
MGR2210X	Main Title Design	x	Mandatory	20
MGR22105	Production	x	Mandatory	20
PLP22102	“Developing your Practice”: Professional Life Practice	x	Mandatory	20
PLP22106	“Exploring your Practice”: Professional Life Practice		Mandatory	20
			Total	120
Level 5				
MGR22201	Branding		Mandatory	20
MGR22202	Pathway Project		Mandatory	20
MGR22204	The Bigger Picture	x	Mandatory	40
PLP22203	“Applying your Practice”: Professional Life Practice	x	Mandatory	20
PLP22206	Work-Based Learning		Mandatory	20
				120
			Total	240
Level 6				
MGR22301	Negotiated Briefs	x	Mandatory	40
PLP22303	“Situating your Practice”: Professional Life Practice	x	Mandatory	20
MGR22302	Major Project		Mandatory	40
MGR22304	Personal Branding and Portfolio Project		Mandatory	20
				120
			Total	360

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Formal Scheduled Teaching	48	Independent study, self-directed study and assessment	152
Total		200	

Course Regulations

Entry Requirements

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.

Selection criteria:

Students should ideally have a background in art, creative media or design. Applicants are expected to submit a portfolio of work which shows a range of their skills and demonstrates why they would be a good fit for the course.

We may also consider a combination of portfolio and academic qualifications and take into consideration progress made during studies and/or relevant work experience.

Accreditation of Prior Learning (if applicable)

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 and Student Transfer Plan.

Conditions for Progression

Students will be deemed to have passed a module if they achieve 40% for undergraduate students; or 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Motion Graphics.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

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<ol style="list-style-type: none"> 1. Certificate of Higher Education in Motion Graphics, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification. 2. Diploma of Higher Education in Motion Graphics, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification. 3. BA Motion Graphics (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification. 	
Any derogation(s) from the Regulations required?	
N/A	
Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
MGR2210X Design Principles for Motion	X	X		X
MGR2210X Animation Principles	X	X		
MGR2210X Main Title Design	X	X	X	
MGR22105 Production		X	X	
PLP22102 Professional Life Practice	X	X	X	X
PLP22106 Professional Life Practice	X	X	X	
Level 5 Modules				
MGR22201 Branding	X	X	X	X
MGR22202 Pathway Project	X	X	X	X
MGR22204 The Bigger Picture	X	X	X	
PLP22203 Professional Life Practice	X	X	X	X
PLP22206 Work-Based Learning	X		X	X
Level 6 Modules				
MGR22304 Personal Branding and Portfolio Project	X	X	X	
MGR22301 Negotiated Briefs	X	X	X	X
PLP22303 Professional Life Practice	X	X	X	
MGR22302 Major Project	X	X	X	X

Course Diagram

Semester 1	Semester 2
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COURSE SPECIFICATION

Level 4 120 credits	MGR2210X Design Principles for Motion 20 credits	MGR2210X Main Title Design 20 credits	
	MGR2210X Animation Principles 20 credits	MGR22105 Production 20 credits	
	PLP22102 Professional Life Practice 20 credits	PLP22106 Professional Life Practice 20 credits	
Semester 1		Semester 2	
Level 5 120 credits	MGR22201 Branding 20 credits	MGR22204 The Bigger Picture 40 credits	PLP22206 Work-Based Learning 20 credits
	MGR22202 Pathway Project 20 credits		
	PLP22203 Professional Life Practice 20 credits		
Semester 1		Semester 2	
Level 6 120 credits	MGR22301 Negotiated Briefs 40 credits	MGR22302 Major Project 40 credits	MGR22304 Personal Branding and Portfolio Project 20 credits
	PLP22303 Professional Life Practice 20 credits		