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)	(https://www.hesa.ac.uk/support/documentation/hecos) 100363 computer animation and visual effects 100636 interactive and electronic design
QAA Subject Benchmark	Art & Design (2019) Communication, Media, Film and Cultural Studies (2024)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	☒ No
Level 6 Top Up Option (online only)	☒ No
Study Load	☒ Full-time
	☒ Part time
Mode of study	☒ Face to Face
Delivery Location(s)	☒ 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	September 2025
Date produced/amended	July 2025
Course Leader	Adrian Baxter
Course Development Team Members	Tim Platt (Senior Lecturer)
	Bryony Quinn
Course Administrative Contact	Charles Mullany

Course Description
Screens are all around us and, every day, new technologies emerge that enable interactions and experiences that enhance our physical reality in exciting new ways. On BA (Hons) Motion Graphics, students will explore and take advantage of the fact that no screen, no virtual or augmented reality, no digital or technologically mediated visual experience is untouched by creative motion content. Motion Design is the most significant form of visual communication to study today as it is meeting a vital industry need to use all available communicative platforms to send messages and tell stories, as well as meaningfully inviting interactions and creating experiences with a viewer. A degree in Motion Design allows students to tell stories from data, create experiences that communicate on many sensory levels, grab a viewers' attention — and hold it — and make a viewer feel something. It brings together a range of disciplines, including graphic design and animation, visual

effects, filmmaking and post-production, and makes use of narrative theories, choreography, curation, and complex visual concepts that cut through the noise of overwhelming information in the world around us.

The Ravensbourne BA (Hons) Motion Graphics course will be 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 design industry. Upon graduation from the course, students are uniquely placed to step into this exciting and vibrant industry, which is currently experiencing growth in many areas, particularly in experiential exhibition and theatre design, multi-platform advertising, corporate events and in-person commercial environments where brands wish to communicate with their customers in augmented ways.

At level 4, students will undertake three "Core" Motion Design applied skills modules Design for Motion, Animation Principles and Production. These Core modules will lay the foundations of a Motion Design practice that is informed by relevant contexts, trends, technologies and techniques for design. The principles of Motion Design will be taught in practice through these Core modules, from storytelling to sound recording, typography to compositing. Short creative briefs test these skills in practice, with students working individually and collaboratively. Building on the theoretical and practical knowledge gained in the Core modules, students will then apply their skills and knowledge to design and realise an essential example of Motion Design: Main Title Design.

PLP modules across the year will focus on professional skills such as collaboration and developing subject awareness through situating the practice and history of Motion Design. Students will further analyse and interpret the professional contexts in which Motion Design plays a key part, as well as understanding the specific roles a graduate can enter and how they might begin to develop their practice towards these roles. Continuing to establish essential skills in their second year, level 5 students will undertake a Core Motion Branding module that tests conceptual and strategic skills, collaborative working, as well as exploring and analysing the impact of Motion Design on various publics. Then, drawing on all Core skills to-date, students will then embark on a series of projects that use Motion Design in specific, critical contexts: 'A Project with Purpose' is a module designed to allow students to identify, research and communicate important issues in a detailed Motion Design concept proposal. Building on students' concept, the Emerging Media module will then give students the opportunity to extensively explore, experiment and produce an outcome using evolving technologies (which may include immersive, interactive media, or unconventional combinations of technology).

Level 5 will also allow space for work-based learning opportunities. PLP will build on Level 4 by integrating experiences of professional environments and Motion Design projects, exposing students to workflows and the diversity of tasks and roles undertaken by a Motion Designer. Students will individually and collaboratively develop outward-facing projects and showreels that will feed into networking and work-based learning opportunities (including Creative Lab projects), as well as developing interpersonal communication skills. The final year will support students as they identify key environments and contexts for their work. Will they explore the possibilities of Motion Design in advertising and commercial spaces, for example? Or, are they interested the way Motion Design can be applied in the growing fields of experience design, drawing together social media and spatial and sensory design.

The External Partners module gives students the space to conduct research, develop a concept, undertake design development, production and delivery of Motion Design work in response to and in support of a professional studio, or external institution. Within this module there will also be opportunities to work individually and collaboratively on a live brief project gauged specifically for Level 6, that are set by industry. The External Partners module will be underpinned by the simultaneous PLP module, which will support students through one-to-one, group and peer-led meetings between staff, students and industry, and provide

the space to develop outward-facing and professional concept presentations that demonstrate developed research in support of any creative and applied skills projects they are working on. In the following Final Major Project module, they will be given the space to create a highly focussed concept for a specific audience and/or client of their choosing, undertaking relevant research, design development, prototyping, etc, as well as directly engaging with real world spaces and contexts in which their work might be presented. This Final Major Project will further demonstrate a variety of applied future skills for industry. Lastly, a final Core module, Portfolio, which encompasses all outward facing presentations of the students work (including website, portfolio, showreel, social media, degree show and external presentations of outcomes), which will support students as they build and promote their practice through a professional portfolio and showreel, ready for industry.

Course Aims
1. To provide students with the technical skills and contextual knowledge of a range of techniques and processes required for Motion Design.
2. To explore in detail the roles of art direction, choreography, animation, narrative and branding in the creation of Motion Design outcomes
3. To support students as they create detailed and highly developed concept proposals that cover the contexts, applications and impact of Motion Design for specific audience
4. To support students' personal and professional development, making them aware of the various industry roles open to them, that will enable to them to find employment and a life-long career in Motion Design, and related fields

Course 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 **BA (Hons) Motion Graphics** students will be able to:

Explore	Utilise and synthesise Motion Design specific knowledge, critical thinking, and reflection, supporting problem solving and development. (CLO1)
Create	Critically engage with the development of ideas, materials, tests, experiments and outcomes that may inform practical and theoretical development in physical, digital, written, and oral forms aligned to Motion Design. (CLO2) Synthesise idea development through a Motion Design process, inclusive of experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Motion Design. (CLO3)
Influence	Approach works methodically and critically to 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 Design. (CLO4)
Integrate	Successfully synthesise collaboration, industry interactions & process-based practices and professional working models in order to facilitate self-efficacy, personal agency, and professional development in relation to Motion Design. (CLO5)

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.

On completion of the **BA Motion Graphics** students will be able to:

Explore	Utilise and synthesise Motion Design specific knowledge, critical thinking, and reflection, supporting problem solving and development. (CLO1)
Create	Combine ideas, materials, tests, and outcomes into solutions that inform and guide practical and theoretical development in physical, digital, written, and oral forms aligned to Motion Design. (CLO2) Demonstrate developed technical competencies, supporting ideation, communication, and presentation in relation to Motion Design. (CLO3)
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. (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 Design. (CLO1)
Create	Demonstrate developed technical competencies, supporting ideation, communication, and presentation in relation to Motion Design. (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 Design. (CLO4)
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 Design. (CLO5)

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 Design specific knowledge and emerging ability to problem solve.

4

		(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 Design. (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 Design. (CLO3)
Integrate		Engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Motion Design. (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: • 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.	

5

		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: • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy, and influence. Attributes may include: • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring 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 • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress	**Explore, Influence, Integrate**

	• 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
● 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 - i.e. lectures, tutorials, small group seminars, practical workshops, projects, face to face critique and written feedback.	● 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

- 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 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.

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 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 summative 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.

Established partnerships and relationships for this course include; FutureDeluxe, Builders Club, W1 Curates, Field IO, Golden Wolf, Art & Graft, XK Studio, DBLG, Bolder, BBC, Red Bee, Sky, Discovery Channel, CNN, Design Bridge, Unit, Burberry, Potion Pictures, Inertia, Studio Hansa, 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				
MGR22101	Core: Design for Motion		Mandatory	20
MGR22102	Core: Animation Principles		Mandatory	20
MGR22104	Core: Production		Mandatory	20
MGR22105	Main Title Design		Mandatory	20
PLP22102	"Developing your Practice": Professional Life Practice		Mandatory	20
PLP22106	"Exploring your Practice": Professional Life Practice		Mandatory	20
			Total	**120**
Level 5				
MGR22201	Motion Branding		Mandatory	20
MGR22202	A Project with Purpose		Mandatory	20
MGR22204	Emerging & Immersive Media		Mandatory	40
PLP22203	"Applying your Practice": Professional Life Practice		Mandatory	20
PLP22206	Work-Based Learning		Mandatory	20
				120
			Total	**240**
Level 6				
MGR22301	External Partners		Mandatory	40
PLP22303	"Situating your Practice": Professional Life Practice		Mandatory	20
MGR22302	Final Major Project		Mandatory	40
MGR22304	Core: Portfolio		Mandatory	20
				120
			Total	**360**

Learning Hours

Learning Hours (per 20 credit modules 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:

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				
MGR22101 Core: Design for Motion	X	X		X
MGR22102 Core: Animation Principles	X	X		
MGR22104 Core: Production	X	X	X	
MGR22105 Main Title Design		X	X	
PLP22102 Professional Life Practice	X	X	X	X
PLP22106 Professional Life Practice	X	X	X	
Level 5 Modules				
MGR22201 Motion Branding	X	X	X	X
MGR22202 A Project with Purpose	X	X	X	X
MGR22204 Emerging & Immersive Media	X	X	X	
PLP22203 Professional Life Practice	X	X	X	X
PLP22206 Work-Based Learning	X		X	X
Level 6 Modules				
MGR22304 Core: Portfolio	X	X	X	
MGR22301 External Partners	X	X	X	X
PLP22303 Professional Life Practice	X	X	X	
MGR22302 Major Project	X	X	X	X

Course Diagram

	Semester 1	Semester 2
Level 4	**MGR22101 Design for Motion** 20 credits	**MGR22104 Core: Production** 20 credits
120 credits	**MGR22102 Core: Animation Principles** 20 credits	**MGR22105 Main Title Design** 20 credits

	PLP22102 Professional Life Practice 20 credits	PLP22106 Professional Life Practice 20 credits	
Semester 1		**Semester 2**	
Level 5 120 credits	MGR22201 Motion Branding 20 credits MGR22202 A Project with Purpose 20 credits PLP22203 Professional Life Practice 20 credits	MGR22204 Emerging & Immersive Media 40 credits	PLP22206 Work-Based Learning 20 credits
Semester 1		**Semester 2**	
Level 6 120 credits	MGR22301 External Partners 40 credits PLP22303 Professional Life Practice 20 credits	MGR22302 Final Major Project 40 credits	MGR22304 Core: Portfolio 20 credits