



LIVE PROJECT

2019-20

HPMF5008

Live Project (HPMF5008)

Level 5 module – 20 credits

Friday 10.00-13.00

Teaching is by lecture and hands-on tutorial workshop.

Lecture:

Friday 10:00 – 12:00 (TL12 Mac Lab)

Workshop:

Friday 12:00 – 13:00 (TL12 Mac Lab)

Module Tutors

Dr Brett Aggersberg (b.aggersberg@uwtsd.ac.uk)

Dr Matt Jones (matthew.jones@uwtsd.ac.uk)

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions. If you need to consult the course team urgently, please email the staff member concerned. Additional support times / production surgery will be indicated on your timetable. The room will be available at this time and there will be a member of staff available for support and to answer questions.

Audio Visual equipment should be booked out at least 48hrs in advance.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

Aims

- To simulate a 'real world' scenario for engaging students in client-led activity, involving research and/or production work for a professional/business environment.
- To develop soft skills for a professional/business environment whilst creating a professional piece of work for an external audience.

Learning Outcomes:

By the end of this module students should be able to:

- follow a brief and produce work to a professional standard that has been set by an external client or organisation in a creative industry context;
- communicate and interact with a client or organisation in a business-like and professional manner;
- critically reflect on their production skills in a client-led or 'real world' scenario.

CONTENT

This module will engage students in an individual project or specific individual role within a group project that will involve researching and/or producing a piece of work that meets a real world business need as set by an external client or organisation. Content will include project management of a research and/ or production project and presenting information and/or pitch in a form suitable for a business audience. Projects might involve engaging students in production work such as documentary filmmaking, website design, 2D animation work and interactive media design, for clients such as charitable projects and organisations, community groups and schools, local businesses and small enterprises.

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, peer reviews, appropriate use of social media, and media production.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

Timetable:

The module is delivered over a twelve-week period in semester two. Teaching is through a two-hour lecture followed by a one-hour production workshop. There will be lectures and workshops in the first four weeks to develop the project. You will then be expected to be working in the field

BIBLIOGRAPHY

Module Code	HPMF5008
Module Title	Live Project
Classification	Reading List entry
Essential	Berger, A. A. (2015) <i>Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches</i> (4 th ed.). London: Sage.
Essential	Dawkins, S. (2009) <i>Video Production: Putting Theory into Practice</i> . New York: Palgrave.
Essential	McCurdy, K.M. (2012) <i>Shoot on Location: The Logistics of Filming on Location, Whatever your Budget or Experience</i> . Oxon: Focal Press.
Further	Batty, C. and Kerrigan, S. (eds.) (2017) <i>Screen Production Research: Creative Practice as a Mode of Enquiry</i> . Basingstoke: Palgrave Macmillan.
Further	Bertrand, I. and Hughes, P. (2017) <i>Media Research Methods: Audiences, Institutions, Texts</i> (2 nd ed.). Basingstoke: Palgrave Macmillan.
Further	Chapman, J. and Chapman, N. (2009) <i>Digital Multimedia</i> (3 rd ed.). Oxford: Wiley-Blackwell.
Further	Collins, H. (2018) <i>Creative Research: The Theory and Practice of Research in the Creative Industries</i> (2 nd ed.). London: AVA Publishing.
Further	Cottrell, S. (2014) <i>Dissertations and Project Reports: A Step by Step Guide</i> (Palgrave Study Skills). Basingstoke: Palgrave.
Further	Ippa, N. V. (2001) <i>Interactive Design for New Media and the Web</i> . Oxon: Focal Press.
Further	Press, A.L. and Williams, B.A. (2010) <i>The New Media Environment: An Introduction</i> . Oxford: Wiley-Blackwell.

Websites

www.sensible.com

<http://www.wales.com/business/business-sectors/creative-industries>

<http://www.creativebloq.com/graphic-design-tips/tips-brainstorming-inspiration-12359-10>

<https://businesswales.gov.wales/bigideas/>

<https://www.gowales.co.uk>

Students will be directed to appropriate online resources over the course of the module.

The bibliography is subject to change depending on available software and associated texts.

MODULE OUTLINE

You will be expected to conduct non-assessed tasks as part of your development on this module. This may include filming outside of the classroom environment. Students are encouraged to maintain contact with staff, and seek advice and support as required during production development weeks.

Week/Session	Lesson Theme
1 (17 Jan)	Introduction. Initial brief and managing projects.
2 (24 Jan)	Discussion of Brief, Initial Ideas and Research.
3 (31 Jan)	Developing the Brief. Discussion of Project Roles.
4 (7 Feb)	Assessment: Pitch of roles and initial project response (10-minute pitch) Preparing to pitch for a client. Progress Review; preparing to work with client.
5 (14 Feb)	Location Work/Production Development
6 (21 Feb)	Location Work/Production Development
7 (28 Feb)	Location Work/Production Development
8 (6 Mar)	Report back on working with client. Team Meetings.
9 (13 Mar)	Progress Review.
10 (20 Mar)	Preparing for final client pitch.
11 (27 Mar)	Production / Post-production Development
12 (24 Apr)	Workshop and Q&A with tutors; final review
	ASSESSMENT DEADLINE <i>All assessments to be submitted to by 5pm as a portfolio including final media files, a reflective journal, and the client's response.</i>

This schedule is subject to change and students are advised to check Moodle for the latest module information.



LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Live Project		
Module code:	HPMF5008	Contribution to Overall Module Assessment (%):	80
Lecturer:	BA	Internal Verifier:	MJ
Assignment Title:	Assessment 1: Portfolio	Word count (or equivalent):	Portfolio equivalent to 4000 words
Submission deadline:	5pm 20/5/20	Return date of provisional marks & written feedback:	18/6/20
Submission method:	The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit of Moodle. You may also submit a bound hard copy to the staff office by the deadline. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- follow a brief and produce work to a professional standard that has been set by an external client or organisation in a creative industry context;
- communicate and interact with a client or organisation in a business-like and professional manner;
- critically reflect on their production skills in a client-led or 'real world' scenario.

TASK DESCRIPTION

Assessment 1 (80%): Portfolio (to the equivalent of 4000 words)

A portfolio of project development work, which will comprise of a pitch; presentation to client; research and/or production work for a client; and client feedback.

The combined weightings of the following elements form 80% of the overall module mark.

1. Pitch of Roles and Initial Project Response (20%)

To be presented in class on 7th February 2020

A 10 minute pitch-style presentation. Each student will pitch their initial response to the project to the course team. Each student must articulate how they are going apply themselves to answering the brief, how they will work with the client, and how they see their role as part of the wider project.

2. The Production (80%)

This will be based on the agreed parameters for the production negotiated between staff and the client.

The client may wish to amend and negotiate the project content as it develops from the initial brief. The portfolio submitted should be representational of what was submitted to the client as the final body of work in response to their brief. The client's response to the project must be included in this portfolio. Behind the scenes images, emails, minutes of meetings, iterations of creative work should also be submitted as part of this portfolio.

Project Initial Brief:

Two production teams will each answer one of the following briefs:

- **Create a short film or web series following a competitor preparing for the Ironman Wales 2020.**
- **Create a short film or web series highlighting the Ironman Wales 2020 location and surrounding area.**

All portfolio work must be presented as an Adobe Spark page and submitted via Moodle.

Work must be fully referenced according to the university's Harvard Referencing Guide.

Your module code, assessment number, and student number should be visible on the first page.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the module marking proformer.

A full rubric for the assessment criteria related to this assessment and level of study can be found on the Film and Media Moodle homepage.

1. Engagement with Research

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You need to demonstrate your ability to engage with literature skills by using relevant and focused scholarly materials from an appropriate range of current and/or seminal sources, evaluating the credibility of these sources, and ensure that your work is properly referenced.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You need to demonstrate your knowledge and understanding of the Live Project process including the various elements of the client brief.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You need to demonstrate cognitive and intellectual skills through engagement in the Live Project, interpreting and delivering against the client brief.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You need to demonstrate practical skills through engagement with the Live Project and by interpreting and delivering against the client brief.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must provide evidence of the qualities and transferable skills appropriate to the task, demonstrating a professional attitude, providing creative content appropriate to the brief and managing your time effectively.*

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Live Project		
Module code:	HPMF5008	Contribution to Overall Module Assessment (%):	20
Lecturer:	BA	Internal Verifier:	MJ
Assignment Title:	Assessment 2: Report	Word count (or equivalent):	1000 words
Submission deadline:	20/5/20	Return date of provisional marks & written feedback:	18/6/20
Submission method:	The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit of Moodle. You may also submit a bound hard copy to the staff office by the deadline. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

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TASK DESCRIPTION

Assessment 2 (20%): Report (1000 words)

A critical reflection on the outcome of the project, the experience gained, the client's response and how the work could be approached differently in the future.

This written assessment will be submitted electronically using Moodle.

All written work must be produced in a Microsoft Word compatible document or PDF, and submitted via Moodle.

Work should be double spaced, page numbered, and fully referenced according to the University's Harvard Referencing Guide. Your module code, assessment number, and student number must be visible.

Bibliographies must be included in the submission of all written work.

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Guidance specific to this assessment: *You must provide evidence of the qualities and transferable skills appropriate to the task, demonstrating a professional attitude, providing creative content appropriate to the brief and managing your time effectively.*

Feedback

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes
- Direct questions and responses from teachers inside and outside formal classes
- Email correspondence between teachers and students
- Interactions between students and teachers using the module message board on Moodle
- Informal comments and responses to pitches and presentations in classes
- Comments and annotations added to written submissions, such as essays and reflective journals
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms – see the final page of this booklet.

**You will have the opportunity to discuss your feedback with your module tutor.
Feedback will be returned within twenty working days of submission.**