



Developing Creative Projects

2019-20

CAMF6001

Developing Creative Projects (CAMF6001)

Level 6 module – 20 credits

Thursday 9.00-12.00

Lecture Room: TL12 (Mac Lab)

Teaching is by lecture, tutorial, and hands-on workshop.

Tutorial:

Thursday 9.00 – 10:00 (TL12)

Lecture/Workshop:

Thursday 10:00 – 12:00 (TL12)

Module Tutor:

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

Office Hour: Monday 13-14

Friday 14-15

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.

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 enable students to research and develop a film or media project in a field of their own choosing for a specific target audience, having evaluated a range of methodologies and made an informed choice about the methodology required for their chosen project.
- To afford students the opportunity to research the requirements for working on their project in 'realistic' conditions and according to professional codes and practices and developed their project to an initial stage of prototype, template or exemplar along with a detailed plan for the completion of the project.

LEARNING OUTCOMES

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

- make an informed choice between a range of methodologies and approaches applicable to their specific project;
- demonstrate a critical and detailed knowledge of the research, writing, visual, production, management and/or technical skills appropriate to their project and their target audience;
- show the ability to formulate, evaluate and apply conceptual ideas relevant to the nature of the project and produce a plan for the successful completion of the project;
- critically evaluate their project development skills.

CONTENT

This module will engage students in the conception and planning of a major film or media project, requiring them to explore and develop key skills necessary to enable the project to conform to professional codes and standards. Content will include academic skills and principles involved in reading, evaluating and conducting research, as well as situating production based work in the appropriate practical, critical and technical contexts. Students will research professional codes and practices for a specific production or theoretical environment, leading to the creation of a prototype, template or exemplar of the project, demonstrating knowledge of the professional skills and context for the project.

Relevant software and avenues of investigation will be recommended as appropriate to the project being undertaken.

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, 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 taught over a twelve-week period, starting in week one of semester one. Each class will last for two hours, preceded by a one-hour tutorial. There will be a Reading Week in week six.

At various points you will be expected to meet with your subject tutor and attend one-to-one tutorials to develop your project's specific requirements.

BIBLIOGRAPHY

Essential

- Berger, A. A. (2000) *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*. Thousand Oaks, London and Delhi: Sage.
- Bertrand, I. and Hughes, P. (2005) *Media Research Methods: Audiences, Institutions, Texts*. Basingstoke: Palgrave Macmillan.
- Chater, K. (2002) *Research for Media Production*. Oxford: Focal Press.
- Collins, H. (2010) *Creative Research: The Theory and Practice of Research in the Creative Industries*. London: AVA Publishing.
- England, E. and Finney, A. (2007) *Managing Interactive Media: Project Management for Digital Media and the Web*. Harlow: Addison Wesley.
- Swetman, D. and Swetman, R. (2000) *Writing your Dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work*. London: How to Books.

Recommended

- Austin, T. and Doust, R. (2007) *New Media Design*. London: Laurence King.
- Berger, A. A. (ed.) (1998) *Media Analysis Techniques*. London: Sage.
- Berger, J. (1990) *Ways of Seeing*. London: Penguin.
- Branston, G. and Stafford, R. (2003) *The Media Student's Book*. London: Routledge.
- Brooker, W. (1997) *Postmodern After-Images: A Reader in Film, Television and Video*. London: Edward Arnold.
- Chambers, E. and Northedge, A. (1997) *The Arts Good Study Guide*. Milton Keynes: The Open University Press.
- Chapman, J. and Chapman, N. (2009) *Digital Multimedia* (3rd ed.). Oxford: Wiley-Blackwell.
- Chapman, J. and Chapman, N. (2007) *Digital Media Tools* (3rd ed.). Oxford: Wiley-Blackwell.
- Cotton, B. (2001) *Futurecasting Digital Media*. London: F.T. Com.
- Cottrell, S. (2003) *The Study Skills Handbook*. Basingstoke: Palgrave Macmillan.
- Curtis, H. (2002) *MTIV: Process, Inspiration and Practice for New Media Designers*. Indianapolis: New Riders.
- Emm, A. (2001) *Researching for Television and Radio*. London: Routledge.
- Evans R. (2005) *Practical DV Filmmaking*. Oxford: Focal Press.
- Frensham, R. (2003) *Teach Yourself Screenwriting*. London: Hodder and Stoughton.
- Grove, E. (2004) *Raindance Producers' Lab Lo-To-No Budget Filmmaking*. Oxford: Focal Press.
- Handler Miller, C. (2004) *Digital Storytelling: A Creator's Guide to Interactive Entertainment*. Oxford: Focal Press.
- Howkins, J. (2002) *The Creative Economy: How People Make Money from Ideas*. London: Penguin.
- Hughes, B. (2000) *Dust or Magic: Secrets of Successful Multimedia Design*. Harlow: Addison Wesley.
- Iuppa, N. V. (2001) *Interactive Design for New Media and the Web*. Oxford: Focal Press.

- Jones, C. and Jolliffe, G. (2001) *The Guerilla Film Makers Handbook*. London: Cassell.
- Krug, S. (2000) *Don't Make me Think!: A Common Sense Guide to Web Usability*. Indianapolis: Que.
- Krug, S. (2010) *Rocket Surgery Made Easy: The Do-It-Yourself Guide to Finding and Fixing Usability Problems*. Berkeley, CA: New Riders.
- Le Grice M. (2001) *Experimental Cinema in the Digital Age*. London: BFI.
- Mackendrick, A. (2005) *On Film-making*. London: Faber and Faber.
- Malkiewicz, K. and Mullen, D. (2005) *Cinematography: The Classic Guide to Filmmaking, Revised and Updated for the 21st Century*. London: Simon and Schuster.
- McKee, R. (1999) *Story: Substance, Structure, Style and the Principles of Screenwriting*. London: Methuen.
- McCall Smith, A. (2008) *Writers' and Artists' Yearbook*. London: A&C Black.
- Moggridge, B. (2007) *Designing Interactions*. Cambridge, Mass: MIT Press.
- Negroponte, N. (1996) *Being Digital*. Chatham: Hodder and Stoughton.
- Norman, D. (2002) *The Design of Everyday Things*. New York: Basic Books.
- Press, A.L. and Williams, B.A. (2010) *The New Media Environment: An Introduction*. Oxford: Wiley-Blackwell.
- Rabiger, M. (2008) *Directing*. Oxford: Focal Press.
- Wardrip-Fruin, N. and Harrigan, P. (2004) *First Person: New Media as Story, Performance and Game*. Cambridge, Mass: MIT Press.
- Wardrup-Fruin, N. and Montfort, N. (2003) *The New Media Reader*. Cambridge, Mass: MIT Press.

Websites

www.sensible.com

www.technologyreview.com/web/?mod=Nav_Computing

www.technologyreview.com/web/?mod=Nav_Web

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 may be expected to conduct non-assessed tasks as part of your development on this module. You will have regular tutorials with your tutor from week 4 and a schedule for one to one tutorials will be available on Moodle.

Week	Lesson Theme	Activity/Notes
1	Introduction. Project Planning and Reflection	
2	Project Pitches Research	All students to pitch their ideas to the group for feedback and further discussion. 3 minutes each.
3	Scheduling	
4	Assimilating the Research into Practice	
5	Prototyping	
6	Reading Week Pitch and Presentation ASSESSED. During normal class time. Schedule to be posted on Moodle.	31/10/19 Pitch and Presentation of research to be made this week.
7	Progress Review	Verbal Feedback on Presentation Pitch
8	Problem solving and MKii of project	
9	Portfolio Development Review	You should bring all of your current documents and plans to review their inclusion in your portfolio.
10	Peer review and testing	Presentations to be made to class of work to date with, suggestions from colleagues.
11	Workshop and progress review.	
	ASSESSMENT DEADLINE All assessments to be submitted by this date	12noon Friday 10th January 2020
	DEADLINE FOR ASSESSMENT FEEDBACK	Thursday 7th February 2020

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

LEVEL 6 ASSESSMENT SPECIFICATION

Module:	Developing Creative Projects		
Module code:	CAMF6001	Contribution to Overall Module Assessment (%):	80
Lecturer:	BA	Internal Verifier:	MJ
Assignment Title:	Assessment 1- Portfolio	Word count (or equivalent):	4800 eq.
Submission deadline:	Pitch: 31/10/19 Portfolio: 10/1/20	Return date of provisional marks & written feedback:	7/2/20
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. 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)			
Upon the successful completion of this module, the student should be able to demonstrate the ability to:			
• make an informed choice between a range of methodologies and approaches applicable to their specific project; • demonstrate a critical and detailed knowledge of the research, writing, visual, production, management and/or technical skills appropriate to their project and their target audience; • show the ability to formulate, evaluate and apply conceptual ideas relevant to the nature of the project and produce a plan for the successful completion of the project; • critically evaluate their project development skills.			

TASK DESCRIPTION

Assessment 1 (80%): Portfolio (to the equivalent of 4800 words)

A portfolio of work which will comprise of a pitch and written presentation of research for the project; a prototype, template or exemplar of the project; and a detailed plan for the completion of the project.

1. 10-minute Pitch of proposed project = **20% of Assessment 1**

Deadline for pitch: Thursday 31st October

2. A prototype, template or exemplar of the project, including research and proposition paper= **70% of Assessment 1**

Deadline: 10th January 2020

The nature of this component will be determined by the type of project you wish to undertake. For example:

- If you are making a film/media artefact this will be in the form of a full preproduction folder.
 - If you are undertaking a dissertation this will outline research undertaken to determine the basis of your thesis.
 - Your module tutor will guide you on the appropriate content for this element of your assessment according to your chosen field.
3. A detailed plan and schedule for the completion of the project = **10% of Assessment 1**

Deadline: 10th January 2020

The prototype, template or exemplar of the project will be a form of practical research to prepare for the production of the major creative project in semester 2. It can take the form of test code, experimental film techniques, script and character development, screen and network designs, research for an academic dissertation, with the aim of developing a concept for further production.

Coursework Submission Instructions

You must conform to the following guidelines for submitting your work:

Presentation, Planning, Media Content, and Written Work-

- Supporting media files should be included and appropriately labelled,
- Presentations should be submitted as a Powerpoint or PDF file or as a web link to the online version,
- Presentations using video and audio material should include the media files upon submission,
- PDF's for scripts, storyboards and Moodboards should also be provided where appropriate,
- Scripts should be correctly formatted.
- Video material must be presented via a hyperlink to an unlisted Youtube video,

- Plans for a dissertation should include the question that will be answered in semester 2, relevant research including a bibliography, evidence of research and other supporting documents,
- Research material must include references for all externally sourced content you have used (books, images, websites, films etc) and fully referenced according to the university's Harvard Referencing Guide,
- External online material must be submitted as a hyperlink inside a Word document and remain active until at least the final examboard of the academic year,
- Electronic versions of the portfolio should be in a folder with the following label structure- StudentNumber_ModuleCode_AssignmentNumber (An example would be 170000_CAMF6001_1).

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 make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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 should explore a range of potential research sources. Your portfolio should demonstrate engagement with a range of texts and appropriate them to the specific themes of your planned film.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *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; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

You should demonstrate your knowledge of the theories and methods of filmmaking, and their application. You should also embed the ethical and theoretical issues that you have learnt in your research and apply them to the context of your project.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. 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 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. 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 should demonstrate how you have applied knowledge of filmmaking to your chosen project.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and 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:

Your written portfolio should make use of a critical review in the form of a case study and clearly demonstrate how it has informed the development of your film project.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature 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:

The transferable and professional skills of: application of knowledge, critical perspective, and rearticulating theory will be an essential aspect of this portfolio and should be the foundation of the writing process.

LEVEL 6 ASSESSMENT SPECIFICATION

Module:	Developing Creative Projects		
Module code:	CAMF6001	Contribution to Overall Module Assessment (%):	20
Lecturer:	BA	Internal Verifier:	MJ
Assignment Title:	Assessment 2 – Reflective Journal	Word count (or equivalent):	1200
Submission deadline:	10 th January 2020	Return date of provisional marks & written feedback:	7/2/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) 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)			
Upon the successful completion of this module, the student should be able to demonstrate the ability to:			
• make an informed choice between a range of methodologies and approaches applicable to their specific project; • demonstrate a critical and detailed knowledge of the research, writing, visual, production, management and/or technical skills appropriate to their project and their target audience; • show the ability to formulate, evaluate and apply conceptual ideas relevant to the nature of the project and produce a plan for the successful completion of the project; • critically evaluate their project development skills.			

TASK DESCRIPTION

Assessment 2 (20%): Reflective journal (1200 words)

A critical reflection and evaluation of the outcome of the portfolio, the experience gained, how the work could be approached differently in the future and how it would be viewed in a professional context.

The deadline for this assessment is 10th January 2020

You must conform to the following guidelines for submitting your work:

Written Work

- The file(s) should be have the following label structure-
StudentNumber_ModuleCode_AssignmentNumber
(An example would be 160000_ CAMF6007_1)
- Written work must be a Microsoft Word compatible document formatted with double line spacing and include references for all externally sourced content you have used (books, images, websites, films etc) and fully referenced according to the university's Harvard Referencing Guide. There must be a word count at the end of the document.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

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 make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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 should explore a range of potential research sources. Your portfolio should demonstrate engagement with a range of texts and appropriate them to the specific themes of your planned film.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *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; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

You should demonstrate your knowledge of the documentary modes, and their application. You should also embed the ethical and theoretical issues that you have learnt in your research and apply them to the context of your project.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. 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 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. 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 should demonstrate during the writing how you have applied new knowledge of documentary filmmaking to your chosen project.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and 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:

Your written portfolio should make use of a critical review in the form of a case study and clearly demonstrate how it has informed the development of your film project.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature 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:

The transferable and professional skills of: application of knowledge, critical perspective, and rearticulating theory will be an essential aspect of this portfolio and should be the foundation of the writing process.

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.

You will have an opportunity to discuss your feedback with your tutor. **Feedback will be returned on assessed work within four weeks of submission.**