

# **Documentary: Adventure, Wildlife and Environment**



## **DOCUMENTARY: Adventure, Wildlife and Environment (HPMF5005)**

### **20 Credit Module**

**Lecture Room: TL12 (Mac Lab)**

**Thursday 9.00-12.00**

Teaching is by lecture, tutorial, and hands-on workshop. Some session will last most of the day and be run in the field.

#### **Tutorial:**

Thursday 9:00 – 10:00 (TL12)

#### **Lecture/Workshop:**

Thursday 10:00 – 12:00 (TL12)

### **Module Tutors**

**Mr Dave Welton (dave@animality.co.uk)**

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

### **AIM(S)**

- To develop the skills required to produce a documentary film themed around adventure, wildlife and/or the environment.

### **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

- demonstrate knowledge and critical understanding of the well-established principles of documentary filmmaking, within the context of adventure, wildlife and environment, through the production of a non-fiction film;
- evaluate critically the appropriateness of different approaches, including problem-solving, to documentary film production.

### **SYLLABUS**

This module will enable students to research, plan, and execute a documentary film focusing on adventure, wildlife or environmental subject matter.

The module will also encourage students to engage with the historical and theoretical context, and to gain and appreciation and understanding of the aesthetic value, of documentary films in the areas of adventure, wildlife and environment.

Students will have the opportunity develop production skills in relation to the unique challenges of the student's chosen field. Through pre-production, students will critically reflect on their choice of documentary mode and production methods.

## LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24          |
| Independent learning | 152        | 76          |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

The delivery of this module will be through lectures, in which the theories and principles of documentary practice will be discussed, alongside analysis of a range of contemporary documentary films and case studies.

Through the critical evaluation of the techniques and forms discussed, students will be able to develop an understanding of the application of these theories and discuss their own approaches to creating a documentary film.

Workshops will then support students in the practice of documentary filmmaking, from the stages of pre-production and production, through to post-production and exhibition. Documentary practitioners from industry will also provide workshops to provide insight into documentary filmmaking in contemporary media contexts.

In addition, students will also have tutorials to supplement the lectures and workshops.

## TRANSFERABLE SKILLS

Note-taking, giving presentations, research skills, writing essays, communication, evaluative and analytical skills. Recognition of formal techniques involved in the construction of film texts.

## MODULE EVALUATION

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

### **The following software/hardware will be used on this module:**

Adobe Premiere Pro CC, Celtx. Other software will be recommended when appropriate.

## READING LIST

| Module Code    | HPMF5005                                                                                                                                            |             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Module Title   | Documentary: Adventure, Wildlife and Environment                                                                                                    |             |
| Classification | Reading List entry                                                                                                                                  | Electronic* |
| Essential      | Anderson, K. and Lucas, M. (2016) <i>Documentary Voice and Vision: A Creative Approach to Non-Fiction Media Production</i> . New York: Focal Press. |             |
| Essential      | Bernard, S.C. (2016) <i>Documentary Storytelling</i> . New York: Focal Press.                                                                       |             |
| Essential      | Nichols, B. (2017) <i>Introduction to Documentary</i> (3 <sup>rd</sup> ed.). Ohio: Indiana University Press.                                        |             |
| Further        | Macdonald, K. and Cousins, M. (2006) <i>Imagining Reality</i> . London: Faber & Faber.                                                              |             |
| Further        | Palmer, C. (2010) <i>Shooting in the Wild: An Insider's Account of Making Movies in the Animal Kingdom</i> . San Francisco: Sierra Club Books.      |             |
| Further        | Westwood, M., Warren, P. and Goodall, J. (2015) <i>Conservation Filmmaking: How To Make Films That Make A Difference</i> . Haywards Heath: Wildeye. |             |
| Further        | Winston, B. (2013) <i>The Documentary Film Book</i> . London: BFI.                                                                                  |             |
| Further        | Zinnes, A. and Jolliffe, G. (2012) <i>The Documentary Film Maker's Handbook: The Ultimate Guide to Documentary Filmmaking</i> . London: Continuum.  |             |

### Journals

*Cinema Journal*

*Historical Journal of Film, Radio and Television*

*Quarterly Review of Film and Video Screen*

*Sight and Sound*

### Web Sites

[www.bfi.org.uk](http://www.bfi.org.uk)

[www.creativecow.com](http://www.creativecow.com)

[www.filmagencywales.com](http://www.filmagencywales.com)

<https://www.banff-uk.com/>

[www.philipbloom.net](http://www.philipbloom.net)

[www.vevo.com](http://www.vevo.com)

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

| <i>Session</i> | <i>Lesson Theme</i>                                                                                                                                                                                                                                  | <i>Activity/Notes</i>                                                                                                                                                                 |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1              | <b>Introduction to module</b>                                                                                                                                                                                                                        | Dave will provide practical examples from contemporary documentary and an introduction to the assessment.                                                                             |
| 2              | <b>Documentary Modes, Part One</b><br>(including ethical perspectives)                                                                                                                                                                               | Matt will provide examples from the history of documentary film; MJ                                                                                                                   |
| 3              | <b>Student Pitches Project Green-lighting</b><br>Students will provide a short review of their chosen documentary project, incl. practices and approaches. 5 minutes each.<br><b>Documentary Modes, Part Two</b><br>(including ethical perspectives) | Students will pitch 3 high-quality ideas to staff <b>(see 'Guidance' p.8)</b> Students will only be able to film once their project has been approved by the supervisory panel. DW&MJ |
| 4              | <b>Developing for Production- Script/Concept</b>                                                                                                                                                                                                     | MJ                                                                                                                                                                                    |
| 5              | <b>Field Trip- Developing for Production- Technical</b>                                                                                                                                                                                              | DW All Day                                                                                                                                                                            |
| 6              | <b>Portfolio Review</b>                                                                                                                                                                                                                              | <b>Portfolio Submission for review</b><br><b>5pm 5<sup>th</sup> March 2020 DW</b>                                                                                                     |
| 7              | <b>Early Feedback and Production Advice</b>                                                                                                                                                                                                          | Early Verbal Feedback and discussion about production issues. Shooting starts. DW                                                                                                     |
| 8              | <b>Shooting</b>                                                                                                                                                                                                                                      | Shooting. Workshop available for tutorials on production progress and viewing rushes. MJ/DW                                                                                           |
| 9              | <b>Rough Cut screening</b><br>This is the last week that students should be filming.                                                                                                                                                                 | Workshop available for tutorials on production progress and viewing rushes. Viewing of rough cut edits and peer group Feedback DW&MJ                                                  |
|                |                                                                                                                                                                                                                                                      |                                                                                                                                                                                       |
|                | <b>ASSESSMENT DEADLINE</b><br><b>All assessments to be submitted by this date</b>                                                                                                                                                                    | <b>5pm 22<sup>nd</sup> April 2020</b>                                                                                                                                                 |

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

Three ideas of a high quality are to be pitched by **week 3**. The strongest idea will be negotiated and green-lit by course staff for further development.

A rough cut edit will be screened to provide an opportunity to receive feedback and make adjustments before the final submission.

### LEVEL 5 ASSESSMENT SPECIFICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                 |                 |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------|
| <b>Module:</b>                         | <b>Adventure Documentary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                 |                 |
| <b>Module code:</b>                    | <b>HPMF5005</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Contribution to Overall Module Assessment (%):</b>           | <b>80</b>       |
| <b>Lecturer:</b>                       | <b>DW/MJ</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Internal Verifier:</b>                                       | <b>BA</b>       |
| <b>Assignment Title:</b>               | <b>Assessment 1:<br/>8-minute film</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Word count (or equivalent):</b>                              | <b>4000 eq.</b> |
| <b>Submission deadline:</b>            | <b>22/4/20</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Return date of provisional marks &amp; written feedback:</b> | <b>22/5/20</b>  |
| <b>Submission method:</b>              | <p>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 on Moodle.</p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> 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.</p> |                                                                 |                 |
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                        |                                                                 |                 |

### Module Learning Outcomes (from module syllabus)

- demonstrate knowledge and critical understanding of the well-established principles of documentary filmmaking, within the context of adventure, wildlife and environment, through the production of a non-fiction film;
- evaluate critically the appropriateness of different approaches, including problem-solving, to documentary film production.

## TASK DESCRIPTION

### **Assessment 1 (80%): 8-minute film (to the equivalent of 4000 words)**

You will produce an 8-minute documentary film to the equivalent of 4000 words.

**The film should be no longer than 8 minutes in length.**

The work must include the final version of the media piece and be accompanied by supporting documents such as the following:

- Evidence of pre-production work including research material; *(This will be submitted for feedback on the 5<sup>th</sup> March 2020. Final submission will be on the 22<sup>nd</sup> April 2020).*
- Photographs of the production process (specifically behind the scenes of filming and screen grabs of post-production techniques);

### **Coursework submission instructions**

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

- Your production evidence should be presented as an Adobe Sparke page;
- The film must be uploaded to Youtube or Vimeo in Full HD/16:9, and the hyperlink provided within a Word document as the submission. The film should be labelled with the following structure- StudentNumber\_ModuleCode\_AssignmentNumber  
(An example would be 180000\_ HPMF5005\_1),

The assessment must be submitted to Moodle by the deadline.

# 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:** Your preproduction material should demonstrate how your initial research in the first assessment, and subsequent research, into the documentary field has influenced your decision making.

## 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 should demonstrate your knowledge of the relevant equipment, methodologies, and the industry context of your work.

## 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:** Your film's structure and tone should represent the thematic elements of the subject matter and be clearly linked to the critical research carried out in assessment one. Your planning and management of the project should be made apparent in the folder and final film.

#### **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:** Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Particular attention should be paid to the aesthetic qualities of the work including focus, camera movement, exposure, sound quality, and editing technique.

#### **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:** The professional conduct of your production will be assessed in relation to its appropriateness to the industry and field.

### LEVEL 5 ASSESSMENT SPECIFICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                 |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------|
| <b>Module:</b>                         | <b>Adventure Documentary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                 |                 |
| <b>Module code:</b>                    | <b>HPMF5005</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Contribution to Overall Module Assessment (%):</b>           | <b>20</b>       |
| <b>Lecturer:</b>                       | <b>DW/MJ</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Internal Verifier:</b>                                       | <b>BA</b>       |
| <b>Assignment Title:</b>               | <b>Assessment 2:<br/>Written Report</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Word count (or equivalent):</b>                              | <b>1000 eq.</b> |
| <b>Submission deadline:</b>            | <b>22/4/20</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Return date of provisional marks &amp; written feedback:</b> | <b>22/5/20</b>  |
| <b>Submission method:</b>              | <p>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.)</p> <p><b>Late submission of the assessment will result in a late penalty mark.</b><br/>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.</p> |                                                                 |                 |
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                                                     |                                                                 |                 |

**Module Learning Outcomes  
(from module syllabus)**

- demonstrate knowledge and critical understanding of the well-established principles of documentary filmmaking, within the context of adventure, wildlife and environment, through the production of a non-fiction film;
- evaluate critically the appropriateness of different approaches, including problem-solving, to documentary film production.

**TASK DESCRIPTION****Assessment 2 (20%): Written Report**

A written report of 1000 words on the outcome of the adventure documentary film, the experience gained, and how the work could be approached differently in the future. This should include evidence of self-reflection and version testing, such as a preview screening for feedback.

**Coursework submission instructions**

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

**Written Work**

- The file(s) should be in a folder with the following label structure- StudentNumber\_ModuleCode\_AssignmentNumber  
(An example would be 180000\_HPMF5005\_2)
- Reflective documents must be submitted as a Microsoft Word document formatted with double line spacing and include references for all third party content you have used (books, images, websites, films etc) and must conform to the University's Harvard Referencing Guidelines (booklet available separately). There must be a word count at the end of the document.

The assessment must be submitted to Moodle by the deadline.

## 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 may refer to specific aspects of your research that have influenced your decision making via referencing. Illustrations of source material or behind the scenes are also welcomed.

### 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 should demonstrate your knowledge of the equipment, production methodologies, the industry context of your work, and the creative decisions made during preproduction. You should openly describe any difficulties you have

experienced and review how these have affected your creative decisions as well as how prepared you are to go into production.

### **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:** Your research notes and self-reflection should describe your thought process and how you have implemented new knowledge into your work.

### **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:** Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to becoming a professional should be acknowledged. This document should be treated as a critical report on your personal and professional development.

## **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:*** Where relevant you should acknowledge skills that you have acquired and how they may be used in other situations such as good research and planning, crew etiquette, punctuality, proof reading, and recognition of standards.

## 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 20 working days of submission.**