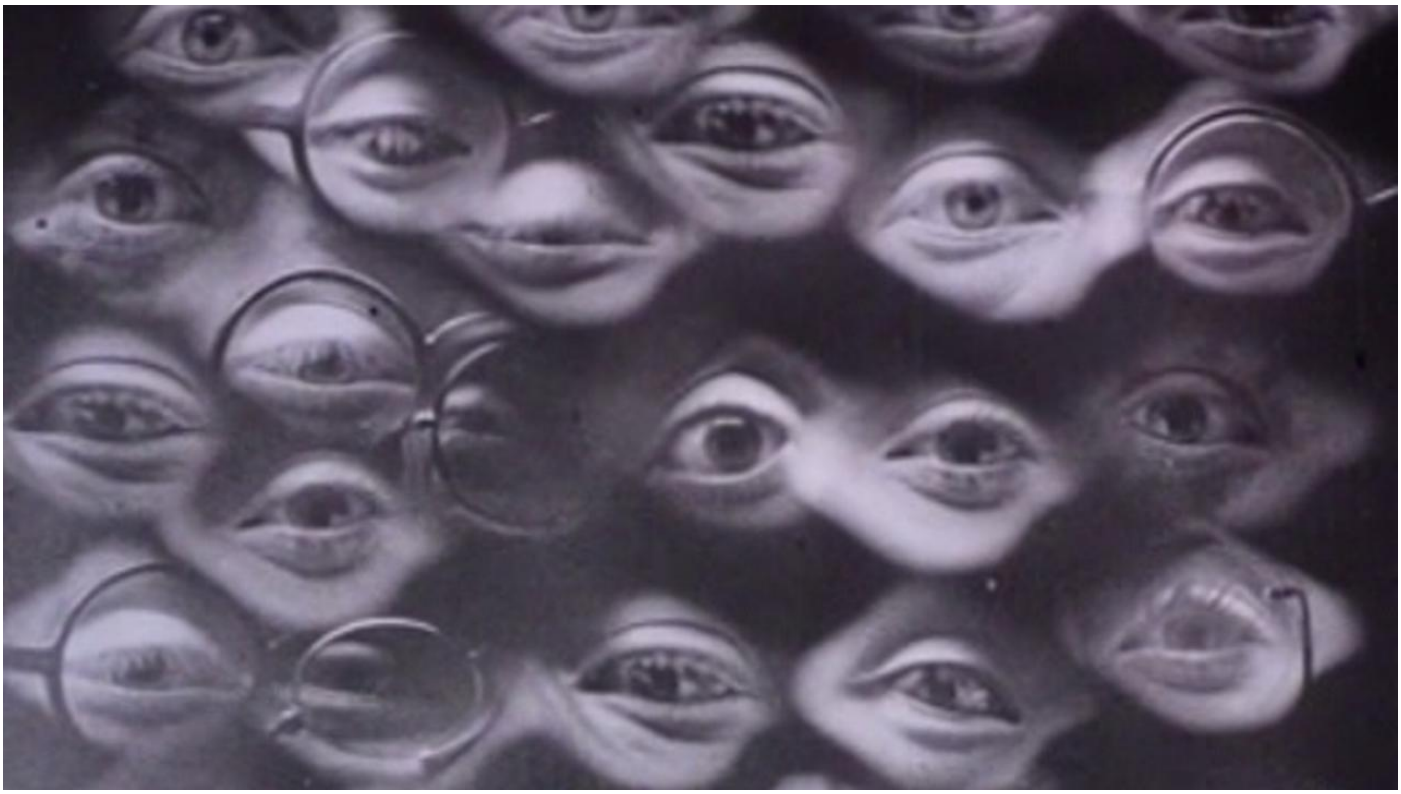
University of Wales Trinity Saint David

Adventure Documentary: Advanced Film Project



HPMF7004 Phase 1 2019-20

HPMF7004 Adventure Documentary: Advanced Film Project

120 Credit Module

Room: Film and Media Staff Office

Friday 12.00-13.00

Module Coordinator: Dr Matt Jones

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OVERVIEW

Phase One of this module will consist of your critical research into a relevant subject area, including consideration of aesthetic, thematic, ethical and ideological issues.

This research will inform your planning of the film pre-production which will comprise Phase Two of the module which runs from September 2020 to January 2021. You will assimilate the research component into a narrative structure and appropriate format for film production.

The production and post-production will take place between early-January and late-May 2021 and will comprise Phase Three of the module.

The work for Phase 2 of the MRes Adventure Filmmaking will be examined by an external academic.

AIM(S)

- To produce critical research into a relevant subject area, including consideration of aesthetic, thematic, ethical and ideological issues.
- To produce an original, self-directed and researched, creative adventure film project which is critically, culturally, and stylistically aware, and demonstrates professional production practices.

LEARNING OUTCOMES

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

- Demonstrate a conceptual understanding of advanced scholarship within adventure film production through an original, self-directed research project in a chosen field.
- Conceive, research and plan a substantial and original adventure film production, demonstrating a professional understanding of established techniques employed in contemporary preproduction practice.
- Demonstrate a comprehensive understanding and application of production techniques, through the creation of an original and aesthetically accomplished film production, employing the appropriate professional practices.

TRANSFERABLE SKILLS

Note-taking, giving presentations, research skills, academic writing skills, communication, evaluative and analytical skills. Recognition of formal techniques involved in the construction of documentary films.

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.

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BIBLIOGRAPHY

Module Code	HPMF7004
Module Title	**Advanced Film Project**
Classification	**Reading List entry**
Essential	Batty, C. & Kerrigan, S. (2018) *Screen Production Research: Creative Practice As A Mode of Enquiry.* Basingstoke: Palgrave Macmillan.
Essential	Dawkins, S. and Wynd, I. (2010) *Video Production: Putting Theory into Practice*. Basingstoke: Palgrave Macmillan.
Essential	Dobson, M. S. & Leemann, T. (2010) *Creative Project Management*. London: McGraw-Hill Education.
Further	Adobe Creative Team. (2013) *Adobe Audition CC* (Adobe Classroom in a Book series). San Francisco: Peachpit Press.
Further	Brown, B. (2016) *Cinematography: Theory and Practice: Image Making for Cinematographers and Directors*. Oxon: Routledge.
Further	Duggan, W. (2013) *Creative Strategy: A Guide For Innovation.* New York: Columbia University Press.
Further	Jago, M. (2018) *Adobe Premiere Pro CC* (Adobe Classroom in a Book series). San Francisco: Peachpit Press.
Further	McCurdy, K.M. (2012) *Shoot on Location: The Logistics of Filming on Location, Whatever Your Budget or Experience.* Oxon: Focal Press.
Further	Rose, J. (2014) *Producing Great Sound for Film and Video: Expert Tips from Preproduction to Final Mix*. Oxon: Focal Press.
Further	Schmidt, B. & Thompson, B. (2014) *GoPro: Professional Guide to Filmmaking.* San Francisco: Peachpit Press.

Journals

Cinema Journal
Historical Journal of Film, Radio and Television
Quarterly Review of Film and Video
Screen
Sight and Sound

Websites

www.afi.com
www.bfi.org.uk
www.imdb.com

Students will be directed to appropriate online resources over the course of the module. Students should also use the library catalogue to source texts relevant to the study of individual films and filmmakers.

ESSENTIAL TEXTS AND RECOMMENDED TEXTS (Phase One only)

The texts will be agreed between the tutor and the student.

COURSE OUTLINE: Advanced Film Project (Phase One)

Your supervision meetings will begin on the week commencing the **20th January 2020**.

Your weekly supervision meetings will last for one hour. You must submit your up-to-date work to your supervisor at least 48 hours prior to your meeting.

You must confirm the next supervision meeting date and time at the end of each meeting.

You may choose to meet with an alternative supervisor as required, although you will be assigned a primary supervisor.

You are responsible for planning and scheduling your work during the semester in a manner that enables regular review of the work.

Week	
1	Planning session; defining proposal
2	Critical analysis and discussion of selected text(s)
3	Critical analysis and discussion of selected text(s)
4	Critical analysis and discussion of selected text(s); defining general **background** theory of Advanced Film Project
5	Critical analysis and discussion of selected text(s); interim review
6	READING WEEK
7	Progress Review; revisit proposal; planning session
8	Defining specific **focal** theory of Advanced Film Project
9	Defining methodology of Advanced Film Project
10	Final Review
11	Conclusion; guidance on viva

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LEVEL 7 ASSESSMENT SPECIFICATION

Module:	**Adventure Documentary: Advanced Film Project**		
Module code:	**HPMF7004**	**Contribution to Overall Module Assessment (%):**	**100**
Lecturer:	**MJ**	**Internal Verifier:**	**BA**
Assignment Title:	**Assessment 1: Adventure Documentary: Advanced Film Project. Phase 1 of 3**	**Word count (or equivalent) Whole module:**	**Equivalent to 30,000 words and 50-minute film**
Submission deadline:	**5th June 2020**	**Return date of provisional marks & written feedback:**	**3rd July 2020**
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.) ~~Alternative submission method (if applicable):~~ Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. 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)**
• Demonstrate a conceptual understanding of advanced scholarship within adventure film production through an original, self-directed research project in a chosen field. • Conceive, research and plan a substantial and original adventure film production, demonstrating a professional understanding of established techniques employed in contemporary preproduction practice. • Demonstrate a comprehensive understanding and application of production techniques, through the creation of an original and aesthetically accomplished film production, employing the appropriate professional practices.

TASK DESCRIPTION

ASSESSMENT Coursework 100%

Assessment 1 (100%): Advanced Film Project (Phase One: 20% of overall mark)

To be submitted on 5th June 2020.

Presentation of 20 minutes, to take the form of a viva voce and comprising of a review of research and planning materials contained in the portfolio. These materials will form the basis of Phase 2 and 3 of the module, a research essay and production proposition of 6000 words (see below). Students will be assessed upon the strength of the portfolio, rather than upon oral presentation skills.

Work should be labelled with your student number, module code, and assignment number and full title.

Feedback will be given by 3rd July 2020.

All written work must be produced in a Microsoft Word compatible document, and submitted via Moodle by the deadlines given above.

Work should be double spaced, page numbered, and fully referenced according to the university's Harvard Referencing Guide.

Filmographies and bibliographies must be included in the submission of all written work.

A word count should be supplied at the end of your work, which should not include filmographies and bibliographies.

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, as 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 correctly 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 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights 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 contemporary 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 need to demonstrate your knowledge and understanding of the main theoretical discourses behind documentary films.*

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive 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 the critical analysis of the broad principles underlying the text(s) you have chosen, presenting coherent arguments supported by a range of credible scholarly materials.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *You need to demonstrate practical skills through the close, critical and formal analysis of the text(s) you have chosen, forming a connection between your analysis and your main theoretical arguments.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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 by managing your resources effectively, including your study materials and the time allocated to the task, and through effective communication, including oral presentation skills and verbal and written communication with your tutors.*

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 tutors 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 the opportunity to discuss your feedback with your Module tutor.

Feedback will be returned on assessed work within twenty working days of submission.