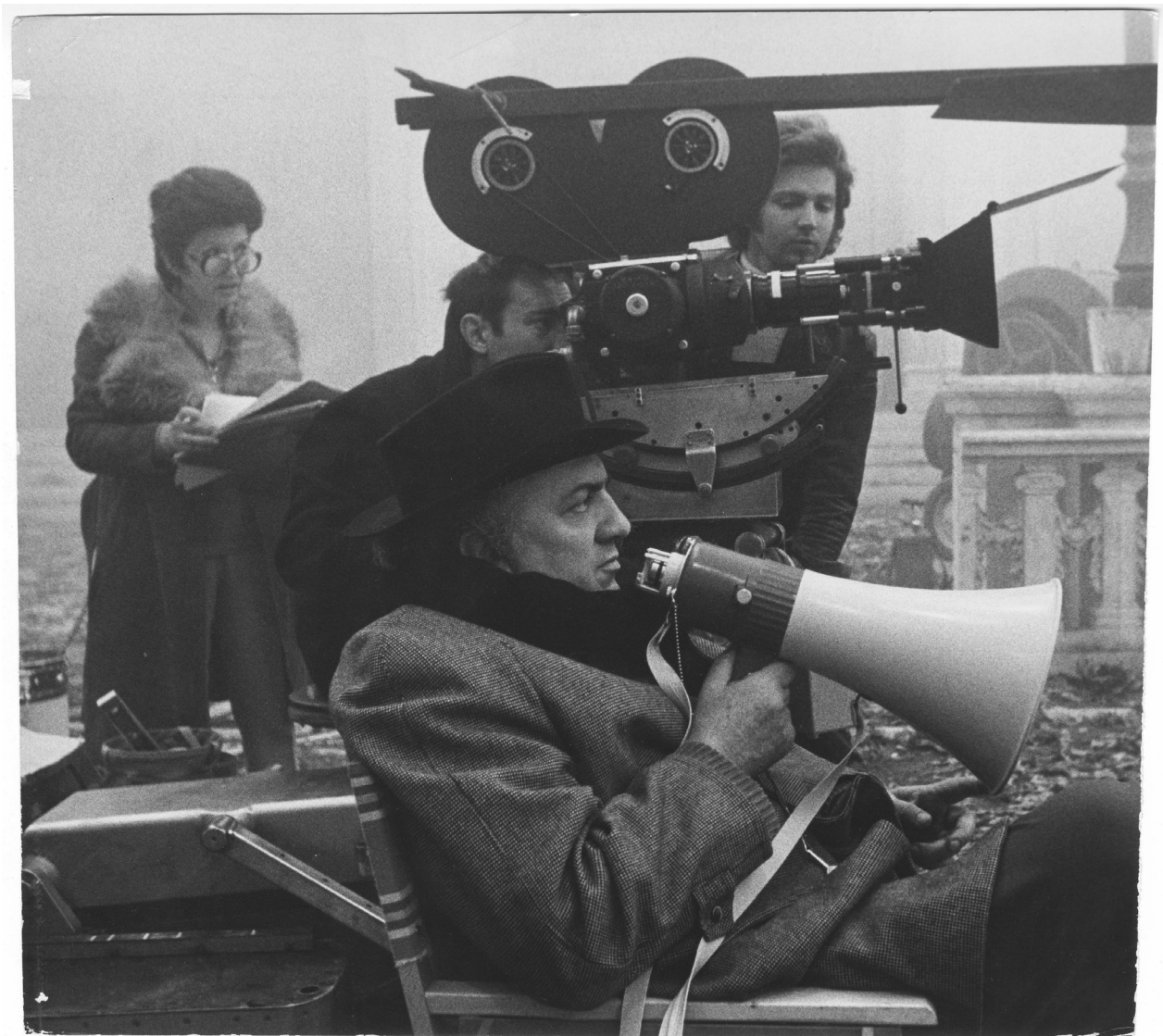


Advanced Film & Television Production (M6X01801)



Federico Fellini directs on the set of Amarcord (1973).

Advance Film & Television Production (M6X01801)

Level 6 module – 20 credits

This module is delivered by lecture and tutorial workshop.

Sessions will be delivered as small group tutorials focusing on the development of your project. You will then be advised of tutorial times with your relevant supervisor.

Module Tutors

Timi O'Neill (timi.oneill@uwtsd.ac.uk)

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

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

Module Support

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.

CONTENT

- Target audiences/industry markets
- Genre conventions.
- Test shots/ experimentation
- Crits
- Scheduling/crewing/budgeting.
- Location filming

MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

AIMS

- Create work showing capability in operational aspects of media production technologies, systems, techniques and professional practices
- Manage time, personnel and resources effectively by drawing on planning, organisational, project management and leadership skills
- Generate work which demonstrates an understanding of structures and audiences in the creative industries

LEARNING OUTCOMES

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

- Develop original work that shows an awareness of professional practice
- Plan and prepare a short film or television production using appropriate industry techniques
- Devise work that responds and relates to contemporary film and television markets and audiences

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, interview, 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:

Tutorials and workshops will be delivered each week focusing on a specific aspect of the production process. Session will be arranged for agreed times and on demand where necessary.

LEARNING AND TEACHING STRATEGY

During the module, students attend a range of lectures, tutorials, seminars and workshops that provide an understanding of professional short film and television production practices. Students explore their creative and professional practice through the preparation and production of an original film or television production and relate this work to current industry practices through analysis and reflection.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	-	
TOTAL	200	100%

BIBLIOGRAPHY

Essential

- Honthaner, E. L. (2010) *The Complete Film Production Handbook*. Focal Press.
Owens, J. & *Television Production*. Focal Press.
Millerson, G. (2012)

Recommended

- Parks, S. (2012) *The Insider's Guide to Independent Film Distribution*. Focal Press.
Edwards, R. & *The Complete Filmmaker's Guide to Film Festivals*. Michael
Skerbelis, M. (2012) Wiese.
Mackendrick, A. (2006) *On Film-Making*. Faber & Faber.
Thurlow, C. & *Making Short Films: the Complete Guide From Script to*
Thurlow, M. (2013) *Screen*. Bloomsbury Academic.
Jones, C. & *The Guerilla Filmmakers Pocketbook*. Continuum.
Jolliffe, G. (2010) *The Documentary Filmmakers Handbook*. Continuum.
Zinnes, A. & *The Business of Media Distribution*. Focal Press.
Jolliffe, G. (2012)
Ulin, J. C. (2013)

Journals

- American Cinematographer (The ASC, monthly)
Screen International (EMAP, weekly)
Broadcast (EMAP, weekly)

Websites

- www.screendaily.com
www.broadcastnow.com
www.theasc.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

You may be expected to conduct non-assessed tasks as part of your development on this module. Feedback during tutorials should be considered and can be incorporated into the production of the work and the final analysis.

- Shooting should take place from the 16th March.
- Editing should start by the 25th March
- Rough Edit Screening- 22nd April
- Preview Screening- 6th May
- Final Submission for Film and Analysis- 18th May

This schedule is advisory to help maintain progress stages. The deadline is the last opportunity to submit the work.

ASSESSMENT

Assessment Component 1 – Coursework 50%

Exemplar. A short film or television production (2-10 minutes)

Assessment Component 2 – Coursework 50%

Exemplar. Analysis and reflection (1200 words) with a festival/marketing/commissioning strategy including support materials (1000 words)

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

You will be marked against how you addressed the intended learning outcomes of the module, as shown on the Module Feedback Form at the end of this booklet, as well as on your creative, technical craft, and production skill

Coursework Submission Instructions

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

Film-

- Full HD or 4k 16:9 upload to Youtube submitted as a hyperlink inside a Word document.
- The file(s) should be in a folder with the following label structure- StudentName_StudentNumber_ModuleCode_AssignmentNumber (An example would be JohnSmith_190000_ M6X01898_1),
- Films should be labelled clearly with the title of the production,
- Submission must be made via Moodle by the deadline.

Written Work

- The file(s) should be in a folder with the following label structure- StudentName_StudentNumber_ModuleCode_AssignmentNumber (An example would be JohnSmith_130000_ M6X01898_1)
- Written work must be a Microsoft Word (or PDF's for scripts and storyboards) compatible 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 School Reference Guidelines (booklet available separately). There must be a word count at the end of the document.

- Folders of mixed file formats can be submitted as an archived Zip file.
- Pre-production material must be submitted as a hard copy comb bound with a cover and contents page.
- Files should be submitted via Moodle and in hard copy to the staff office by the deadline.

FEEDBACK

Feedback is an essential part of University life. 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 Academic staff and students, between peers or between colleagues) or formal (for example as part of written or tutorial 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 process.

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 twenty clear working days of submission.

The following assessment specifications and guidance are the templates for the forms that will be used in assessing your work on the module.

**APPENDIX GA36b****LEVEL 6 ASSESSMENT SPECIFICATION**

Module:	Advanced Film & Television Production		
Module code:	M6X01801	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Matt Jones/Brett Aggersberg	Internal Verifier:	Timi O'Neill
Assignment Title:	Assessment 1 of 2 Short Film or TV Production	Word count (or equivalent):	3000 word equivalent 2 -10 minutes duration
Submission deadline:	18/5/20	Return date of provisional marks & written feedback:	15/6/20
Submission method:	Films must be submitted as a hyperlink in a Word document via the Assignment submission space. 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)**

1. Develop original work that shows an awareness of professional practice
2. Plan and prepare a short film or television production using appropriate industry techniques
3. Devise work that responds and relates to contemporary film and television markets and audiences

TASK DESCRIPTION

Assignment 1 (Practical) 50%

Students will film and edit the film planned in the Major Project Stage 1 module. They may also work on the crew of other productions to provide support and gain experience. will work on several short film productions, either as writer, director or producer, as head of department, or as a member of different crews.

Students will see a short film through from conception to completion, experiencing the impact that creative choices and organisational decisions upon the production process.

Films should last between 2-10 minutes and should include full credits.

The film must be presented in a 16:9 format in HD or 4k and be uploaded to Youtube. The film's hyperlink must be copied into a Word document, and then that document must be uploaded to the Moodle space provided.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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:

- *Read relevant text books on chosen specialism(s)*
- *Research relevant department-specific websites, such as professional organisations*
- *Use portfolio to evidence reading and research*

2. Knowledge and Understanding Skills

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:

- *Create a basic checklist of tasks relevant to specialism(s)*
- *Use portfolio to relate basic discipline of specialism(s) and how student addressed them*

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:

- *Note down problems encountered during work at specialism(s) and how they were overcome*
- *Use portfolio to demonstrate how problems were solved in specialism(s)*

4. Practical Skills

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:

- *Consider getting behind the scenes stills or video to show your work on specialism(s)*
- *Use portfolio to show how student undertook specialism(s) on productions*

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:

- *Use portfolio to evidence transferable skills employed in specialism(s), such as team working, communication and progress reporting*

GENERIC ASSESSMENT CRITERIA**Level 5**

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	authoritative. Referencing conventions used incoherently or largely absent.	sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	conventions evident though not always applied accurately or consistently.	Referencing may show minor inaccuracies or inconsistencies.	sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.		applied.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
						field and wider concepts.	Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice,	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice,	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	links between the two. Very weak problem-solving skills outside the context in which they were first studied.	theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent,

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
employment requiring the exercise of personal responsibility and decision-making.)	use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor	suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
			weakness.				

**APPENDIX GA36b****LEVEL 6 ASSESSMENT SPECIFICATION**

Module:	Advanced Film & Television Production		
Module code:	M6X01801	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Matt Jones/Brett Aggersberg	Internal Verifier:	Timi O'Neill
Assignment Title:	Assessment 2 of 2 Analysis and Reflection	Word count (or equivalent):	Analysis and reflection (1200 words) Festival Marketing Strategy (1800 equiv.)
Submission deadline:	18/5/20	Return date of provisional marks & written feedback:	15/6/20
Submission method:	Adobe Spark pages must be submitted as a hyperlink in a Word document via the Assignment submission space. 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)**

1. Develop original work that shows an awareness of professional practice
2. Plan and prepare a short film or television production using appropriate industry techniques
3. Devise work that responds and relates to contemporary film and television markets and audiences

TASK DESCRIPTION

Assessment 2 50%

Analysis and reflection (1200 words) and Festival/Marketing/Commissioning Strategy & Materials (1800 words)

Within this component, you are expected to demonstrate how you intend your own film to be marketed successfully to your chosen audience. This will require you to research and analyse the promotion of other films/tv shows/YouTube series in order to create a realistic avenue down which you can begin to start your journey of marketing and distributing a show to a wide audience.

Your reflection should consider the production process and how you manage the work and the final outcome of the film.

Analysis and reflection should make reference to relevant primary source material on the specialism(s), such as key text books and interviews with film & TV professionals in the specialism(s). The analysis and reflection should examine how the student's work addressed standard professional practice in the specialism(s), within the context of a student production.

You must present your writing and marketing materials on an Adobe Spark Page and utilise visual examples within the text as well as research. The Adobe Spark page hyperlink must be submitted within a Word document.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

6. Engagement with Literature Skills

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:

- Read relevant text books on chosen specialism(s)
- Research relevant department-specific websites, such as professional organisations
- Use portfolio to evidence reading and research

7. Knowledge and Understanding Skills

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:

- Create a basic checklist of tasks relevant to specialism(s)
- Use portfolio to relate basic discipline of specialism(s) and how student addressed them

8. 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:

- Note down problems encountered during work at specialism(s) and how they were overcome

- *Use portfolio to demonstrate how problems were solved in specialism(s)*

9. Practical Skills

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:

- *Consider getting behind the scenes stills or video to show your work on specialism(s)*
- *Use portfolio to show how student undertook specialism(s) on productions*

10. 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:

- *Use portfolio to evidence transferable skills employed in specialism(s), such as team working, communication and progress reporting*

GENERIC ASSESSMENT CRITERIA**Level 5**

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

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	conventions used incoherently or largely absent.	on information gained through class contact. Inconsistent and weak use of referencing.	though not always applied accurately or consistently.	minor inaccuracies or inconsistencies.	use of referencing, with no/very few inaccuracies or inconsistencies.		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and	Wholly or almost wholly	Largely descriptive	Limited attempt at	Some critical evaluation	Sound critical evaluation	Excellent critical	Outstanding critical

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intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider	evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

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						concepts.	the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice,	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify

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	Very weak problem-solving skills outside the context in which they were first studied.	only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is

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personal responsibility and decision-making.)	and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	/ concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

