

Professional Development Reflection

Placement with Trinity Saint David

Ieuan Whittaker (1802062)



CVs and Cover Letters

Before starting this module, I would not have said I knew what a CV or a cover letter consisted of or the structure in which to write them. It was clear to me that this was an area that needed some attention to make sure that my CV would stand out against others. The original CV I produced when attending Strobe College did not provide any evidence of professional work practice within the film industry. It rather described my future goals, making this CV unprofessional and obsolete. You can find original CV [here](#).

It was clear that my CV was missing key elements that would help me to stand out to an employer, but I was not sure about which components that make a CV 'great'. Martin Wilding, module lecturer, suggested that we watched a video by AshleyKateHR who had made an in-depth video guide on how to write a professional CV to grab the attention of an employer.

From this I learned that the most dynamic parts of a CV are the key achievements, writing about the compelling facts about one's professional practice in the industry, making sure to include the duties and responsibilities taken on with precise details on the skills that are applicable to the job role. But most importantly I learned that it is important to keep it short and to the point, which was one big mistake I made in my old CV.

Before, I thought that one could use one CV to apply to more than one job all at once, however, the video has shown me the importance of tailoring my CV for each individual job, even though it could be the same kind of job within a different company. Thorough research of the potential employer should be carried to ensure that the key elements of the CV reflect the skill sets which are most important to that company or employer so that your CV stands out. The relevant skills that can be transferable to the new job should be at the top.

The module has helped me to develop a structure for my CV I will be able to further enhance over time as learn more skills. I have gained an understanding of the importance of my CV to myself and employers, so that my skills and achievements are documented in a structure that will appeal to an employer, informing him/her of my professional work practice and experience.

This is the structured layout I now follow when writing a CV:

- Name and contact information
- Personal Profile – detailing my profession and what I am passionate about.
- Key achievements – detailing my professional work practice and achievements within the industry stating compelling facts about what it was I did to improve the company or project I was working on, making sure to mention the company that I was working for.
- Education – where I have studied, stating the skills and knowledge learnt.
- Skill sets – listing all the different skills I have that are transferable to the film industry.

The information I give depends on the job I am applying for and the wants and needs of the employer. The key points within the different categories will be moved around to put the key achievements that are most relevant to the employer at the top of my CV.

Please see new CV below.

Ieuan Whittaker

Email: whittakerieuan@gmail.com
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Phone: 07716246666

Personal Profile

A highly dedicated film and photography undergraduate specialising in wildlife photography and documentary. Gained professional experience working with S4C Yr Egin Carmarthen as a cameraman. Also worked with Krishen Nager on photography, Carmarthen Cameras, Dave Welton on wildlife documentaries and Geraint Radford on macro wildlife photography and filming. Able to work under pressure with tight time constraints whilst still meeting strict deadlines. Aiming to build more relationships within the creative industry and expand exposure for my film and photography business.

Experience

Business Management

Ieuan Whittaker's Film & Photography
Brecon, Powys
Current

- A professional filmmaker and photographer who delivers an elite service with a high level of performance, dedication & professionalism. A digital artist who has multidimensional skills and who can adapt to any situation
- A fantastic listener and communicator who engages in all fields with the upmost enthusiasm and commitment
- Developed high communication and social skills while working with a range of clients
- Experience working with the Adobe suite E.G. Premiere Pro, Photoshop and Lightroom to edit projects
- Specialised in wildlife and landscape film and photography
- Excellent customer service skills by delivering exactly what the client wants with quality and with precision

Cameraman

S4C, Yr Egin Carmarthen
October 2018

- Developed high communication and teamwork skills while working alongside Krishen Nager in editing and photographing a live model from the performing arts department at the University of Wales Trinity St David
- Accomplished in capturing fast moving objects in 4K in both film and photography
- Improved my overall knowledge in a range of different cameras made by Panasonic and Olympus
- Completing projects professionally while keeping to a tight schedule of 6 hours

Volunteering Work

Variety of different communities

- Volunteer Photographer for the Student Union at the University of Wales Trinity St Davids at sports events and awards nights
- Photographic advertisement for my local charity shop in Brecon called Credu
- Created and produced online advertisement for the Red Brick building Glastonbury
- on set cameraman for a live play done by the BA Acting course at the University of Wales Trinity St David

**Wildlife documentary film making
and macro photography**
Skomer Island

- Gained expert wildlife macro photography skills working with Geraint Radford and in my spare time
- Professional skill development and obtained pro filming experience with live subjects working with Dave Welton at Skomer Island
- Confident filming both still and live subjects in new and unknown places
- Able to carry equipment over long periods and distances

Education

**University of Wales
Trinity St Davids**
BA Filmmaking
Current

- Film Production
- Pre-Film production
- Health, Safety and Risk Assessments on set and location
- Film Analysis
- Professional Development
- Aerial Filmmaking

Strode College
Broadcast Media Production
D*DD July 2018

- Film and Video Editing Techniques
- 2D Animation Production
- Creative Media Production Management
- Working to a Brief
- Understanding Creative Media
- Digital Video Production for Interactive Media
- Understanding Video Technology
- Pre-Production Techniques

Mark College
GCSE

- | | | | |
|----------------------|----------------|------------|----------------|
| - Core Science | Grade C | - ICT | Grade C |
| - Additional Science | Grade C | - Catering | Grade B |
| - Art | Grade B | - English | Grade C |
| - Geography | Grade C | - Maths | Grade D |

Skills

- | | | |
|-----------------------------|---------------------------|--------------------------------|
| - Adobe Creative Suite | - Video Editing | - Macro Photography |
| - Teamwork | - Photo Editing | - Health and Safety Management |
| - Radio Production | - Cannon & Lumix | - Time Management |
| - Pre-Production Management | - 2D Animation Production | - Long Exposure Photography |

Personally, I found writing a cover letter to be the most challenging part of my Personal Development module over the past few weeks. I had little understanding of the relevant information to include in a cover letter and how to grab the employer's attention with compelling facts that will help increase my chances of employment. I have always had the tendency to ramble on, never getting to the point, which is one of my biggest weaknesses in the way in which I write.

I found it hard to understand what my tutor (Martin Wilding) meant when he said in our personal development lecture on the 1st of October 2019 'connect with the employer'. I eventually understood that the most effective way to show initiative is to research the company. You have to find out something you have in common and use that common feature to show your passion or emotional attachment to the role you're applying for, giving them a real reason to why you have a connection to them and why they should employ you.

Careercake on YouTube follows the same principle when writing a cover letter which is to make a personal connection with the company or employer. This helps your cover letter to stand out against others applying for the same job. This advice helped to improve my cover letter to Badwolf studios substantially. In my letter I pointed out as we both had worked with Canolfan S4C Yr Egi in Carmarthen on past projects, allowing me to use this fact as evidence of my professional commitment.

Despite my dyslexia affecting my ability to write fluently, I have achieved to write a very comprehensive cover letter. As with my CV, the videos I was suggested to watch by my tutor helped me to structure my letter with all the necessary information. On top of that, I was accepted for a work placement at Badwolf, however, due to timing, it was not possible for me to take on the placement. I feel my skill gaps in writing still remains to be a struggle because it is frustrating and emotionally stressful to endeavour to write fluently.

To date, I have had the opportunity to develop my skills as listed in my CV, however, I'm now seeking the opportunity to enhance these skills in an industrial environment because I lack the industrial application to improve my CV and professional work practice to be more employable within the industry.

Social Media Campaign

As a part of the Personal Development module, students worked collaboratively to develop and execute an undergraduate recruitment campaign aimed at creating interest in finding out more about the courses at the University of Wales Trinity Saint David in Carmarthen. We planned to produce a series of videos lasting 30 seconds that were intended to generate applications through our campaign. The series of advertisements are intended to be more gender balanced and diverse than previous marketing campaigns by Trinity Saint David, hopefully improving the intake of students in 2020.

We analysed different social media campaigns carried out by multiple Universities in the UK, finding out what they offered and what the main differences were between Carmarthen Trinity Saint David's Film and Media course and other universities' Film and Media courses. From this we discovered some unique selling points that Carmarthen had compared to similar courses that tried to achieve the same learning outcome. Carmarthen has connections within the film industry such as Badwolf studios and Canolfan S4C Yr Egin which is situated right next door to the Learning Teaching Building on the Carmarthen campus. Students can get involved with local projects and create content for other clients through Canolfan S4C while having a unique experience and gaining new contacts for future employment.

Furthermore, we agreed that one of the primary advantages of studying at Carmarthen Trinity Saint David was the small class sizes, as well as tuition from enthusiastic academics and inspiring industry professionals and opportunities for one-to-one tuition. Adventure Filmmaking students also mentioned the location with its host of story opportunities in the vicinity.

Diving deeper into the media campaign research, our research revealed that Carmarthen Trinity Saint David was receiving low numbers of applications for the Film and Media courses, due to their low media presence; hence the need to generate more applications for the coming years.

The solutions we came up with based on our research have been organised into four strands:

- interviews with tutors discussing the modules they teach
- behind the scenes films of students making films
- films about life in Carmarthen and living on campus
- virals showing mastery of the medium, such as explaining aspect ratio to help people understand how to film events with a smartphone.

As students ourselves, we feel that all four solutions allow new applicants to get a feel for the course's approach to the film industry, as well as allowing applicants to see what the course is all about. We discussed extending targeting to include interests in related pastimes such as film, documentaries, storytelling, extreme sports etc. and extend our reach to the counties along the Welsh border.

This part of my experience has allowed me to gain new skills in campaign management and research, furthering my abilities to produce compelling advertisements. I learned how to connect with the target audience through using campaign research to maximise target interaction with the advertisement on social media. With my new skills I am able to conduct thorough research to find gaps within social media where campaigns can be more effective.

Considering the overall campaign, I feel that one of my skill gaps is design, the way things should look or be designed to connect with the target audience. We were asked to design a logo for Y Tŷ Poeth (The Hot House), which is a film production company created by UWTSO Filmmaking students, offering students the opportunity to develop their professional practice, to apply their experiences and existing skills to live briefs and to learn new skills by collaborative team work in a professional environment.

No matter how much I tried, I was not able to come up with a design, meaning that both my campaign research and designing skills still need to be developed. I plan to practice more with Photoshop to learn new editing techniques to design logos for my own film and photography business. For any future campaigns, I will do focus groups and online research to find the best style of design to suit my target audience. This in turn will even further build up my campaign management and research skills for the future.

Teamwork

As mentioned before, my original intention was to go on a work placement at Badwolf Studios. I wanted to learn more about the functionality of a wider range of cameras used within the film industry. This was the original reason why I applied for a work placement at this studio. However, this idea did not go to plan. This was due to time restrictions and not planning this far enough ahead, therefore, to improve this aspect, I will need to work on my time management skills. This experience has allowed me to see first-hand the importance of time management and making sure to keep to deadlines without delay. However, sometimes complications to time scheduling cannot be avoided, therefore, I need to use my initiative to find a solution.

Due to the time constraints of Badwolf, all of us on the BA Filmmaking course had to come up with the solution to create an advertisement for the BA Filmmaking course at Trinity Saint David aimed to encourage students to come to the Open Day. This was decided because of the research that we all did conducted. It revealed that the BA Filmmaking course did not have any noticeable social media platforms on which prospective students could find information about the course.

After an interview with the course leader Brett Aggersberg and other course lectures, it was clear that the best way to find out information about the course was to come to one of the Open Days to meet the lectures and ask questions. From this it was decided that the BA Filmmaking students would work together to produce an advertisement video to encourage students to come to one of the Open Days. We all agreed that making this advertisement for the university would help improve our entrepreneurship skills, therefore hopefully leaning more than what we had expected. As I am hoping to start off my own wildlife film and photography business in the future, this was a very useful skill to learn and the next step forward for me.

Before this project had started, I did not have much confidence in working as a team as I have always worked on single projects, but I knew that this was a substantial skill gap for me that needed to be closed. I regret to say that my experience has not helped to build my confidence in working within a team. This was because of many complications with communication between team members and some people's lack of interest in the project itself. I will come back to this problem later.

On a more positive note, I have achieved more than I would have hoped for during this placement by overcoming problems to help keep development flowing. The reason for doing this placement was to develop are personal skills, and that was exactly what I was going to do.

Throughout the production, I needed to overcome obstacles, such members of the team not being able to show up for filming or coming late, in order to make sure that we stayed on track. This meant that myself and others in the team needed to take on more than one roll at a time. Although this made things harder for some of us, it meant that from having this experience, we learned how to overcome such obstacles and that in the future we could plan to avoid such events happening again. Sometimes these obstacles cannot be avoided, but I have now gained the skills to be able to solve and overcome the problems when presented to me.

It goes without saying that if the overall plan had been communicated better between all team members and time managed properly, we could have had someone to step in for those who could not attend. From this part of my experience, I have gained problem solving skills and job roll management skills through multitasking multiple job rolls. But I still continue to work on my time management and communication skills, so not to further complicate any productions within the future.

Camera Skills

Before this module, I had identified that I lacked the knowledge and skills to professionally operate a camera using a wide range of different skills to achieve my desired shot. Often, I would not even know what the different buttons did on the camera to even be able to change the settings to achieve the cinematography style I was aiming for. Due to this reason, I decided to be the cameraman for the advertisement project, so that I could begin to gain new skills and a better understanding of the overall operation of Lumix and Olympus cameras specifically, as I'm hoping to work with these makes of camera within my own film and photography business in the future.

This experience was a huge help in my camera operation skill development as it meant that I could learn the new skills and techniques first-hand and visually. I found the Lumix GH5 an extremely complex camera to use, despite everyone else saying it was an easy camera to use. This is the main reason why I wanted to improve on my camera operation skills, as I did not at all understand how to use them effectively or to any industry standard. James Owen (classmate) and Martin Wilding (module lecture) helped me with the operation of the GH5 when I was not able to find certain settings to change the ISO, white balance and F stop. They taught me the process of setting up the camera visually by showing me what each button on the camera did, allowing me to memorise the process visually.

Because of my dyslexia, visual examples work best for me as I am able to picture the methods which I need to use them the next time. Due to this, I know now which buttons do what, meaning I am now able to use and setup the camera for the best quality footage. This allows me to use all the setting creatively to produce films and photography with my own unique style.

From my experience as a cameraman, I have developed a better understanding of the methods and techniques used by cameramen to produce quality footage by changing the settings of the camera to best suit the environment at the time of filming. Whether in a studio or outside, I am now able to find the settings I need to correct white balance and ISO to achieve the best quality footage possible. However, this experience has not provided me with a knowledge of a wide range of camera equipment from different companies other than Lumix. Therefore, I still need to develop my knowledge with other camera types such as Canon and Olympus, so that I am able to apply further cameraman skills to my professional work practice in the industry.

Throughout filming for this project, I used my past experience in broadcast media at Strode College. During the interviews I used a multi-camera setup. I used two cameras, one being a Lumix GH5 and the other being a Canon EOS R to capture the subject from two angles, allowing more options when editing in post-production. My multi-camera setup has allowed me to improve on my past experiences, as well as being able to learn how to use Canon cameras to a small extent. However, I still need to improve on my skills when using Canon equipment, as I still do not fully understand the user interface.

Overall, I have learned new ways in which I can use the settings in a camera to improve image quality, as well as what can decrease image quality, such as the ISO making your footage look grainy when using a high numbered ISO to light up the image. I am now much more confident in my abilities as a cameraman, knowing that I could achieve the quality image the director or myself is looking for.

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Appendices – Daily Journal

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Marketing Campaign – Filmmaking & Adventure Filmmaking Open Day 2020

Diary Journal: 05/11/19 - 19/11/19

Present: Ieuan Whittaker, Tom Slinger, Joseph Bannister, Dean Cropper, Martin Wilding

We discussed the way in which we deserved the filmmaking and adventure filmmaking Course at the University of Wales Trinity Saint David, and why we decided to study there. We all agreed that both filmmaking and adventure filmmaking had a unique approach to its module structure like no other courses at other universities however, this was not clear in any online marketing campaigns.

After a lengthy discussion about the different aspects that make this course unique, we had decided on three specific traits that appealed to us as students studying on this course.

1. The course starts at the beginning, whether you're a professional or a beginner, everyone starts at the same place learning about all the different roles in film, and how to use the equipment to gain the best results. This includes shooting with a wide range of camera equipment from Canon, Panasonic and Olympus. Editing in Adobe Photoshop, Lightroom, Auditions and Premiere Pro.

2. The course is welcoming to everyone due to its teaching styles that helps students with dyslexia to engage with the lecturers within a small numbered classes out of the big lecture hall you see in many universities. Allowing for frequent one to one sessions to help your creativity as a film student to flourish.
3. Assessment are beard, allowing you to create and produce a film that you feel inspired to create while still meaning the assessment outcomes. Furthermore, connecting with local businesses and production companies to develop and produce creative pieces, building relationships and gaining contacts for the future.

We discussed that as a student or a parental student, these aspects of the course are not well advertising on social media, and therefore, leading to the low application level and low known knowledge about the course. It was decided that action was needed and that we would start up a marketing campaign to boot application submissions.

Project Plan

We discussed various ways in which we could approaches the marketing campaign, and after some research into other university's social media presence, decided on a short video between 30-60 seconds. The video would need to represent the tree discussed aspects above including interviews with both staff and students, slow-motion and behind the scenes footage showcasing a unique prospective of the course.

The video would then be uploaded to social media via YouTube, Facebook and Twitter, targeting parental students leaving college and looking for a parental future in the creative industry. The target is to increase the amount of students registering for the February Open Day.

Next steps

We need to further discuss the overall plan for the marketing campaign making sure to Keep within budget. We also need to gather behind the scene footage form our independent film projects to be added to the short marketing video.

Marketing Campaign – Filmmaking & Adventure Filmmaking Open Day 2020

Diary Journal: 19/11/19 - 03/12/19

Present: Ieuan Whittaker, Joseph Bannister, Dean Cropper, James Owen, Martin Wilding

After further discussion following last weeks meeting we decided on producing a series of 30 second videos that would be informative, introducing prospective students to the course lecturers and content of the modules in BA Filmmaking and Adventure Filmmaking.

The 30 second videos would consist of various interview with the course lecturers, talking about there past experience in the industry, and the modules they teach. Now knowing what we wonted to produce, we needed to write down questions that would get the tutors to describe there roll at the university, and the content of there modules in a friendly and informal manner.

Dean Cropper was given the task of completing the questions that we would need for interviewing Martin Wilding and Matthew Jones on the 3rd of the 12th 2019. Reviewing the questions after the interviews, it was clear that we were not able to gain the relevant information needed, due to the questions being so broad.

1. Who are you?
2. What background in the industry do you have?
3. What do you do relating to film outside of teaching?
4. Do I need any background in film experience or education to do this course?
5. What would I need for this course?
6. What skills will I learn on this Course?
7. How do your skills benefit the course you teach?

Listening to feedback from Martin Wilding and Matthew Jones after the interviews, they mentioned that the way the questions were structured didn't allow the interviewee to give beneficial information towards the course itself. We agreed that the way in which we have been asking the questions did not feel relaxed, therefore, we should approach the interview in a different way that would help conversation between the interviewer and interviewee, to flow more smoothly. So rather than asking questions directly, James Owen would talk to the interviewee, to invoke a more natural conversation.

Interview Plan

We discussed various ways in which we could approach the actual filming of the interviews, eventually deciding on using a multi-camera setup, giving the opportunity to film from multiple angles. This meant that in post, we could cut between the different angles, providing more variety for a cleaner systematic edit.

We also plan to use three-point lighting, as it produces consistent lighting conditions. This will also allow the opportunity to use the three-point light to eradicate any shadows casted by the interviewee on the back wall behind them.

The questions would not be given directly to the interviewee, but rather in a discussion, allowing for a more natural and relaxed conversation which informs perspective students in a friendly and informal manner.

Next steps

We need to contact Brett Aggersberg for the availability for the film studio, as well as finding out when he would be free for an interview based on the Individual Film Production module, contracting other lectures for availability as well.

We also need to write down some new questions that would better suit the module lectures, allowing for more promise and to the point answers that will inform potential students on the BA Filmmaking and Adventure Filmmaking advantages at Carmarthen, over other universities courses.

Marketing Campaign – Filmmaking & Adventure Filmmaking Open Day 2020

Diary Journal: 03/12/19 - 17/12/19

Present: Ieuan Whittaker, Joseph Bannister, James Owen, Tom Slinger, Martin Wilding

Following from the last meeting, we have now got in contact with Brett Aggersberg and have booked the studio space for Tuesday the 10th and 17th of December for filming. With the studio booked, we have also been able to get in contact with Helen Minghella and Geraint Radford who have both agreed to have an interview on the 17 of December for the advertisement campaign.

In preparation we have new questions to be asked to the interviewees during conversation in the interview with Helen Minghella and Geraint Radford. The new questions are focused on the course modules themselves rather than being focused on the interviewee as before.

1. Who are you?
2. What's your background in the industry?
3. What's the module about?
4. What are the learning outcomes of the module?
5. Do we get the opportunity as part of the module to work within the industry outside of the university?

These new questions allow prospective students to get an understanding for what the modules are all about, as well as the lecturers that will be teaching you the modules, detailing a little bit about their background in the industry.

Upon further discussion, we decided using some past student and university stock footage, would be a great way to visually show some behind the scenes footage of past student projects and module expeditions. To further add more content into the videos, myself and Tom Slinger had taken some B-Roll during lectures, to showcase the class sizes and work environment.

Post Production Plan

Once all footage was uploaded to the OneDrive so all team members could download and access the footage, we split all the footage into individual groups which each team member would edit one 30 second video from the footage from one of the groups. Each team member would edit the 30 second video with their own style, which will then be showcased to other team members and Brett Aggersberg after the Christmas holidays.

We did not decide on a specific edit style, as we thought it would be best to have a series of 30 second edited with each team member's own unique style.

Next steps

Each team member needs to finish editing their own version of the 30 second video over the Christmas holidays with their own unique edit style. The videos will then be showcased to other team members and Brett Aggersberg on the 16th of January 2020. All videos if acceptable, will be uploaded to the Universities social media channels to help advertise the BA Filmmaking and Adventure course at Carmarthen. The hope is that the videos will increase the intake of student application in 2020.