

Student Expedition 2



2019–20

HPMF5006

Student Expedition 2 (HPMF5006)

Level 4 module – 20 credits

Teaching is by lecture and hands-on tutorial workshop.

Module Tutors

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

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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. In the case of the expedition the equipment should be booked as part of your portfolio submission.

Module evaluation:

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

MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

AIMS

- To develop the skills and knowledge to plan and complete a 60 hour residential expedition, and to create a short media portfolio with the captured material.

LEARNING OUTCOMES

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

- Use a range of established techniques to initiate and undertake a film production expedition, and to propose solutions to problems arising from the pre-production stage.
- Demonstrate an understanding of media production techniques through the production of a media artefact.

CONTENT

- Research, plan, and carry out a 60 hour expedition with the purpose of creating a media portfolio which could include photography or film work.
- Exploration of the practical issues surrounding the capture of media, and importance of the planning process, for an excursion to a selected location.
- Consideration of media forms and narrative that are best suited to location based work, that may be produced under challenging conditions.
- Environmental, sustainability and safety issues arising from filming in rural/coastal locations.
- Media artefacts produced could include the following areas: extreme sports, sports, astronomical, nature or landscape photography; sports, wildlife or environment filming; travel vlog.

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, risk assessment, planning.

Module evaluation:

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

Timetable:

The module is delivered over a nine week period in a block mode of delivery. Each session will last for three hours. Tutorials and support on the assessment material can also be arranged if required outside of the lecture time. Students will be allowed to schedule the expedition during the semester or Easter break.

READING LIST

Module Code	HPMF5006
Module Title	Student Expedition 2
Classification	Reading List entry
Essential	McCurdy, K.M. (2012) <i>Shoot on Location: The Logistics of Filming on Location, Whatever Your Budget or Experience</i> . Oxon: Focal Press.
Essential	Popov, G., Lyon, B.K. and Hollcroft, B. (2016) <i>Risk Assessment: A Practical Guide to Assessing Operational Risks</i> . Hoboken: Wiley.
Essential	Wills, K. (2013) <i>Outdoor First Aid</i> . Caernarfon: Pesda Press.
Further	Berry, M. and Hodgson, C. (2011) <i>Adventure Education: An Introduction</i> , Oxon: Routledge
Further	Garvey-Williams, R. (2015) <i>Mastering Wildlife Photography</i> . Lewes: Ammonite Press.
Further	Gill, T. (2010) <i>Nothing Ventured: Balancing Risks and Benefits in the Outdoors</i> . English Outdoor Council (online: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf).
Further	Hoddinott, R. and Bauer, M. (2012) <i>Landscape Photography Workshop</i> . Lewes: Photographers' Institute Press.
Further	Tipling, D. (2011) <i>RSPB Guide to Digital Wildlife Photography</i> . London: A & C Black Publishers Ltd.

Students will be directed to appropriate online resources over the course of the module.

The bibliography is subject to change depending on available software and associated texts.

MODULE OUTLINE

<i>Session</i>	<i>Session Theme</i>	<i>Activity/Notes</i>
28/1/20	Introduction to expedition opportunities and project requirements	Students to research and develop ideas for next session.
4/2/20	Expedition Planning considerations Students to pitch project ideas	Identify key issues such as transport, accommodation, food/water. Location fixing, costs, environmental, permissions, health and safety/ risk management, contingencies and specialist equipment Review research and initial project ideas
11/2/20	Practical filming skills Developing choice of media and refining subject.	DW Workshop on location (TBC) All Day
18/2/20	Practical filming skills Production Methodology- skills and theory development	DW Workshop on location (TBC) All Day Identify best practice for chosen discipline.
25/2/20	Project Development	Review Research. Storylines, styles, AV script, rationalising media choice.
3/3/20	Review of Portfolio	Assessment 1 Due 5pm 9th March 2020
10/3/20	Shooting	Workshop support available.
17/3/20	Shooting	Workshop support available.
24/3/20	Review Editing	Review Rushes/Materials and Approaches to Editing
21/4/20	Review Project Output	
	ASSESSMENT DEADLINE All assessment components to be submitted by this date	Assessment 2 Due 5pm 12th May 2020

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

module information. Students should plan ahead to ensure they can attend all day sessions.

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Student Expedition 2		
Module code:	HPMF5006	Contribution to Overall Module Assessment (%):	50
Lecturer:	BA	Internal Verifier:	MJ
Assignment Title:	Portfolio	Word count (or equivalent):	2500
Submission deadline:	9/3/20	Return date of provisional marks & written feedback:	6/4/20
Submission method:	The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit on Moodle. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

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

- Use a range of established techniques to initiate and undertake a film production expedition, and to propose solutions to problems arising from the pre-production stage.
- Demonstrate an understanding of media production techniques through the production of a media artefact.

TASK DESCRIPTION

Assessment 1 (50%): Portfolio (work to the equivalent of 2500 words)

Portfolio including:

- Project Pitch including synopsis
- Research- including notes on its use and full reference list
- Moodboard
- AV Script
- Shot List
- Risk Assessment
- Expedition Schedule, including any travel arrangements, logistics
- Kit List with rationale

- Additional notes to rationalise the content could also be included

The project will be negotiated with staff and the portfolio will inform the work carried out in assessment 2.

The aim of the module and assessment is to develop a short portfolio of planning for a film shoot in an expedition scenario. The portfolio demonstrates theoretical and practical research, development, and planning has been carried out and applied.

The portfolio should demonstrate the connection between theory and practice through academic rigour, media industry principles, and the implementation of planning in the creation and reflection of project work. Tasks will be set early on, and will be due in on the specified dates, and should be developed throughout the duration of the module.

All work should be organised into an Adobe Sparke page. The Spark page link must be uploaded to the Moodle space provided as a hyperlink in a Word document. Links and online material must remain live until at least the summer exam board in mid July. The file should be labelled with the following structure-
StudentNumber_ModuleCode_AssignmentNumber
(An example would be 180000_ HPMF5006_1)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the module marking proformer.

A full rubric for the assessment criteria related to this assessment and level of study can be found on the Film and Media Moodle homepage.

1. Engagement with Research

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should 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:

Research should include, but is not limited to: practitioners, relevant media, technical, location, law, best practice, experimentation.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You should demonstrate your engagement with the project through the acquisition and application of knowledge.

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:

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You must identify and rationalise technical choices and apply appropriate methodology to the planning of your project.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

The presentation of your work must be considered and structured and focus on the most relevant information. Where possible, you should rationalise and add commentary to explain the content of your portfolio.

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Student Expedition 2		
Module code:	HPMF5006	Contribution to Overall Module Assessment (%):	50
Lecturer:	BA	Internal Verifier:	MJ
Assignment Title:	Project Output	Word count (or equivalent):	2500
Submission deadline:	12/5/20	Return date of provisional marks & written feedback:	10/6/20
Submission method:	The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit on Moodle. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Use a range of established techniques to initiate and undertake a film production expedition, and to propose solutions to problems arising from the pre-production stage.
- Demonstrate an understanding of media production techniques through the production of a media artefact.

TASK DESCRIPTION

Assessment 2 (50%): Project Output (work to the equivalent of 2500 words)

The creation of a media artefact based on material collected whilst engaging with an expedition.

This can take the form of one of the following:

- Photographic Portfolio
- Documentary Film
- Travel Vlog

The work should be informed by your planning and research carried out in assessment.

The final work must be exhibited online and the hyperlinks submitted as a Word document. Files must be labelled and uploaded to Moodle. Links and online material must remain live until at least the summer exam board in late July. The file(s) should be in a folder with the following label structure-
StudentNumber_ModuleCode_AssignmentNumber
(An example would be 180000_ HPMF5006_2).

The project output should demonstrate the connection between theory and practice through academic rigour, media industry principles, and the implementation of planning in the creation of project work. The project output submission should be presented in an appropriate manner, and where necessary its format negotiated with programme staff prior to completion.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria on the module marking proformer.

A full rubric for the assessment criteria related to this assessment and level of study can be found on the Film and Media Moodle homepage.

1. Engagement with Research

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You must demonstrate that the work is the result of research into the field, and can include behind the scenes evidence to illustrate experimentation and reflection.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Your project output must demonstrate your knowledge of the production and review process.

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:

The project output must demonstrate that you have considered the content and approach to the project with adequate opportunity for review and refinement. You may also wish to relate your finished work to the chosen field upon completion.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

The work should aim for a professional standard in overall quality, although staff are aware you are a professional in training. Work should demonstrate a control over the aesthetic and conceptual qualities of the work.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

The work should demonstrate an ability to manage a project, media and the final presentation of the work.

Section break

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor.

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