

Adventure Documentary: Advanced Film Project



HPMF7004

2018-19

HPMF7004 Adventure Documentary: Advanced Film Project

120 Credit Module

Room: Film and Media Staff Office

Tuesday 9.00-12.00

Module Coordinator: Dr Matt Jones

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OVERVIEW

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

This research will inform your planning of the film pre-production which will comprise Part Two of the module which runs from September 2019- to January 2020. You will assimilate the research component into a narrative structure and appropriate format for film production.

The production and post production will take place between early-January and late-May 2020 and will comprise Part Three of the module.

AIM(S)

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

LEARNING OUTCOMES

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

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

TRANSFERABLE SKILLS

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

MODULE EVALUATION

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

TIMETABLE

The course is taught over an eleven week period, starting in week one of Semester one. Each seminar will last for three hours.

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BIBLIOGRAPHY

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

Journals

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

Websites

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

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

ESSENTIAL TEXTS AND RECOMMENDED TEXTS (Part One only)

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

COURSE OUTLINE: Advanced Film Project (Part One)

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



LEVEL 7 ASSESSMENT SPECIFICATION

Module:	Adventure Documentary: Advanced Film Project		
Module code:	HPMF7004	Contribution to Overall Module Assessment (%):	100
Lecturer:	MJ	Internal Verifier:	BA
Assignment Title:	Assessment 1: Adventure Documentary: Advanced Film Project. Part 1 of 3	Word count (or equivalent) Whole module:	Equivalent to 30,000 words and 50-minute film
Submission deadline:	3rd June 2019	Return date of provisional marks & written feedback:	1st July 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) ~~Alternative submission method (if applicable):~~ Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes

(from module syllabus)

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

TASK DESCRIPTION

ASSESSMENT Coursework 100%

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

To be submitted on **3rd June 2019**.

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

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

Feedback will be given by 1st July 2019.

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

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

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

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

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 make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: You need to demonstrate your ability to engage with literature skills by using relevant and focused scholarly materials from an appropriate range of current and/or seminal sources, evaluating the credibility of these sources, and ensure that your work is properly referenced.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: You need to demonstrate your knowledge and understanding of the main theoretical discourses behind documentary films.

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to

propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You need to demonstrate cognitive and intellectual skills through the critical analysis of the broad principles underlying the text(s) you have chosen, presenting coherent arguments supported by a range of credible scholarly materials.

4. Practical Skills

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

You should be able to demonstrate mastery of the leading edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

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

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in

presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must provide evidence of the qualities and transferable skills appropriate to the task, demonstrating a professional attitude by managing your resources effectively, including your study materials and the time allocated to the task, and through effective communication, including oral presentation skills and verbal and written communication with your tutors.*

Student FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Mark Awarded
1. Engagement with Literature Skills.	
2. Knowledge and Understanding Skills	
3. Cognitive and Intellectual Skills	
4. Practical Application Skills	
5. Transferable Skills for Life and Professional Practice	
Module Learning Outcomes	
6. Demonstrate a conceptual understanding of advanced scholarship within adventure film production through an original, self-directed research project in a chosen field.	
7. Conceive, research and plan a substantial and original adventure film production, demonstrating a professional understanding of established	

techniques employed in contemporary preproduction practice.	
8. Demonstrate a comprehensive understanding and application of production techniques, through the creation of an original and aesthetically accomplished film production, employing the appropriate professional practices	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement	Little or no	Poor	Engagement	Engagement	Engagement	Engagement	Exceptional

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with literature (including current research, referencing, academic conventions and academic honesty)	evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

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					s.		
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current

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discipline; a comprehensive understanding of techniques applicable to their own research)	discipline.		and/or new insights, but often under-developed.	may be under-developed occasionally.	established views, and the work is, at least in part, well-informed by current research and scholarship.	insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places,	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses,	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses,

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develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency /	Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on	appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for

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			mis-interpretation. May assert rather than argue a case.	the basis of reason and evidence.			journal publication or doctoral research.
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and

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complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable	consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create	propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create

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			contexts.			and interpret knowledge in the discipline.	and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised	Can communicate well, confidently and consistently in a suitable format. Work is coherent,	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very

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y; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in	Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in	and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional,	work, in a 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 required in professional, postgraduate employment, with some	fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate	fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.

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presentation and organisation.)		professional, postgraduate employment.	postgraduate employment, with some areas of minor weakness.	areas of strength and some of minor weakness.		employment skills and a strong appetite for further development.	

FEEDBACK

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

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

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

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

You will have the opportunity to discuss your feedback with your Module tutor.

Feedback will be returned on assessed work within 4 weeks of submission.