

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Advanced Documentary Film Practice			
Code: FILM11001	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Nick Higgins		
Summary of Module			
<p>This module will develop students' ability in advanced creative film production across the full range of nonfiction genres (documentary, essay and experimental), and encourage them to experiment with new forms and new working methods. Key content includes:</p> <ul style="list-style-type: none"> • Immersive hands-on workshop experience led by practising non-fiction filmmaker(s); • Multidimensional analysis of prominent non-fiction films from both the historical canon and recent international production; <p>Small group support and one-on-one mentoring through an individual non-fiction film project, from initial conception to fine cut.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Film City Glasgow

Term(s) for Module Delivery

(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate critical knowledge and understanding of theory and practice of non-fiction cinema and be able to construct and present analytical arguments using appropriate academic conventions;
L2	Demonstrate originality in devising and making a creative output, in a context of professional supervision;
L3	Apply a range of technical and interpersonal skills in creating a collaborative creative output;
L4	Demonstrate capacity for critical reflection and reflective understanding of ones own creative outputs and those of others in a collaborative context;
L5	Demonstrate openness to professional mentoring, advice and supervision

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11</p> <p>A critical understanding of specialised creative processes and mechanisms in the field of non-fiction film production, including the concepts and principles that underpin them;</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Demonstrating creativity and/or originality in non-fiction filmmaking; operating in a wide and often unpredictable variety of contexts;</p> <p>Planning and executing a significant non-fiction film project.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Applying critical and creative thinking to issues at the forefront of contemporary non-fiction film practice;</p> <p>Developing original and creative responses to problems and issues arising during practice.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Communicating using written, oral, visual and acoustic forms at a professional level to a range of audiences with different levels of knowledge and expertise;</p> <p>Communicating with peers, more senior colleagues and specialists</p>

Autonomy, Accountability and Working with others	SCQF Level 11 Working in a peer relationship with professional practitioners; Demonstrating leadership and/or initiative; Practising in ways that draw on critical reflection on both one own and other's work; Managing complex ethical and professional issues for which there may be no clear precedent	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>The focus of the teaching and learning methodology will be to deliver a blended learning experience, using a combination of group seminars and workshops, online mentoring, individual tutorials, and practical hands-on experience of collaborating in the production of a professional-level non-fiction film project.</p> <p>Both core staff and guest lecturers are actively involved in the film industry in various roles, and their approach to teaching is informed by their own practice and/or research. Throughout, students are encouraged to take a problem-solving approach to the aesthetic and pragmatic decisions involved in filmmaking, and to learn from their mistakes as well as their successes, in line with the principles of inquiry-based learning.</p> <p>Students are encouraged to reflect on the way in which their own experience of practical filmmaking relates to different historical traditions, and to position their work in relation to contemporary national, European and international film practice.</p> <p>Group-based work will lead to the development and production of a number of short films. Production records and student statements will provide the basis for evaluating individual contributions to the film shoot, while placing a high value on teamwork and cooperation.</p> <p>Extensive formative feedback will occur throughout the module, and students will receive peer, industry and tutorial review of their work regularly throughout the trimester.</p> <p>The module will exploit E-Learning through the use of our VLE, Moodle, using Online channels wherever possible in order to free up contact time for creative work and collaboration.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	30
Personal Development Plan	18
Asynchronous Class Activity	24
Independent Study	280
	Hours Total 400

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Coles, R (1998), *Doing Documentary Work*. Oxford. Oxford University Press.

Corrigan, T (2011), *The Essay Film: From Montaigne, After Marker*. Oxford. Oxford University Press.

Kahana, J (2016) *The Documentary Film Reader: History, Theory, Criticism*. Oxford. Oxford University Press.

MacDougall, D (1998), *Transcultural Cinema. Selected essays*. Princeton NJ: Princeton University Press.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are required to take on a role of significant responsibility in a production and there is an expectation that professional standards of conduct will be aspired to on all productions

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Arts & Media
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Paul Wright
External Examiner	tbc
Accreditation Details	ScreenSkills Select
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
<p>Assessment 1 Critical essay on non-fiction cinema (25%);</p>

Choose two cinematic creative documentary films that tackle a similar subject matter or theme and critically compare and contrast the filmmakers distinctive approach to filmmaking. Essays must refer not only to the appropriate critical literature in documentary studies but must also include critical responses from film critics and audiences, and most importantly, the viewpoints of the filmmakers themselves (2000 words).

Assessment 2

A short creative documentary film of between 5 and 10 minutes duration, made as part of a group in which the student plays a clearly defined and significant role. The film project is subject to green-lighting by tutors in advance of production.

Assessment 3

Reflective report and auto-critique (25%);

During the making of the film for assessment element 2, the student is asked to keep a log documenting their experience of making the work and any problems encountered en route. This log should form the basis of their reflective report and it should make the nature of the student's personal contribution clear. More importantly, this report should include a self-critique reflecting on the strengths and weaknesses of the final film as it relates to their contribution, and the lessons they have learned from the project following its completion. This report will be complimented with an in-person auto-critique alongside the students production collaborators in a facilitated discussion with the tutors.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	√			√	√	25	24

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Short Film		√	√			50	48

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Reflective Essay		√		√	√	25	24
Combined Total for All Components						100%	96 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

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