

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Film & TV Production: Skills Development			
Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Shona Wallace		
Summary of Module			
<p>This module allows students to develop their creative and technical skills through the creation of two practical video assignments. The first assignment requires students to create a short factual or fictional film that implements extensive sound design and audio effects. The second to produce a short film between 3 minutes and 5 minutes based on “a day in the life”. This could be a person, a building a place or a more abstract concept! The production must consider the subject’s image and style and work as a storytelling tool.</p> <p>Throughout the module further camera techniques will be developed alongside a deepening knowledge of post-production techniques. Students will also be given an introduction to sound recording techniques, chroma key compositing (green screen) and studio-based recording techniques. Team-working and collaborative skills will also be developed alongside an emphasis on professional etiquette.</p> <p>Students will extend their knowledge and understanding of key concepts from a range of theoretical and practical approaches to short film. Students will acquire a critical terminology and learn practical techniques that can be applied to the production of creative short video sequences.</p> <p>Analysis of capturing performance/music video techniques to apply to the creation of a collaborative assignment.</p> <p>Introduction to further pre-production documents and digital pre-production.</p> <p>Student analysis of current and historical music videos, presenting developed understanding of techniques and theoretical context.</p> <p>Introduction to chroma-key compositing (green screen) and special effects.</p> <p>Development of post-production techniques.</p>			

Development of further camera techniques and operation as well the introduction of further sound equipment and skills development.

Editing, sound cleaning techniques and use of audio filters.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input 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"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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 appropriate professional and technical production/post-production skills by working in a group to create two short video projects.
L2	Apply knowledge and understanding of the pre-production process by researching, planning and organising two short video projects.
L3	Demonstrate critical analysis and an understanding of the context of the work created through entries in a working journal.

L4	Click or tap here to enter text.
L5	Click or tap here to enter text.
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 7</p> <p>Critical Analysis: Students will explore the historical development of video work, analysing key periods of creative practice in relation to wider historical developments of art and film forms.</p> <p>Students will gain an awareness of the ways in which different social groups may make use of the audio-visual media in the construction of social and cultural realities, cultural maps and frames of reference.</p> <p>Students will gain an awareness of the historical evolution of particular genres, aesthetic traditions and forms, technologies, and of their current characteristics and possible future developments.</p> <p>Students will produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers.</p> <p>Students will produce work which is informed by, and contextualised within, relevant theoretical issues and debates.</p> <p>Developing project ideas and proposals: Students will critically examine the nature of creative video practice and how creative experimentation informs contemporary conventions of video production and working practices.</p> <p>Project Development: Students will undertake workshop sessions to develop practical skills in video production and sound design.</p> <p>Students will be able to generate, design and develop creative project ideas.</p> <p>Production work: Students will participate in the development and production of a short video work, critically applying elements of industry practice and key production methods.</p> <p>Technical proficiency: students will be able to fully apply digital filming and editing technology in production of short film projects.</p>

	<p>Students will be able to produce detailed proposals/treatments: subject, content, approach, target audience, scheduling etc.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Students will be able to practically apply knowledge of pre-production: recce, scheduling, cast and crew commission, call-sheets, equipment and prop hire/purchase, location lists and logistical planning.</p> <p>Students will be able to produce scripting, storyboarding, shot lists, lighting plans, production design.</p>
Generic Cognitive skills	<p>SCQF Level 7</p> <p>Define and explain genre types, and apply narrative approaches and techniques of storytelling in the writing of scripts.</p> <p>Demonstrate an awareness of the aesthetics and narrative forms of various genres, and their relation to meanings.</p> <p>Draw upon and bring together ideas from different sources of knowledge and from different academic disciplines.</p> <p>Intellectually analyse and apply aesthetic application, form and genre approaches.</p> <p>Demonstrate an awareness of professional, technical and formal choices which realise, develop or challenge existing practices, and of the possibilities and constraints involved in production processes.</p> <p>Produce work which is informed by, and contextualised within, relevant theoretical issues and debates.</p> <p>Experiment, as appropriate, with forms, conventions, techniques and practices. Be adaptable, creative and self-reflexive in producing work within various genres.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms.</p> <p>Put to use a range of IT skills from basic competences such as data analysis and word-processing to more complex skills using web-based technology or multimedia for research, and develop, as appropriate, specific proficiencies in utilising a range of media technologies.</p>

Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>With varying emphasis, students in these subject areas will also be able to:</p> <p>Work in flexible, creative and independent ways, showing self-discipline, self- direction and reflexivity.</p> <p>Retrieve and generate information, and evaluate sources, in carrying out independent research.</p> <p>Organise and manage supervised, self-directed projects.</p> <p>Define and assign necessary production roles and responsibilities and work cooperatively within a production team.</p> <p>Communicate effectively in inter-personal settings, in writing and in a variety of media.</p> <p>Work productively in a group or team, showing abilities at different times to listen, contribute and lead.</p>	
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	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Choose an item.	
Lecture/Core Content Delivery	36

Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Hurbis-Cherrier, Mick. (2024) Voice & Vision: A Creative Approach to Narrative Film & DV Production. Oxford; Focal Press.</p> <p>Irving, David K, & Rea, Peter W. (2015) Producing and Directing the Short Film and Video. Oxford; Focal Press.</p> <p>Jones, Chris & Jolliffe, Genevieve. (2010) Guerilla Film-Makers Pocketbook: Ultimate Guide to Digital Film Making. New York; Continuum International Publishing Group</p> <p>Sonnenschein, David. (2013) Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema. California; Wiese Publishing.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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:

Attendance at each weekly three hour timetabled lab, lecture or workshop.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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..

(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 Tucker
External Examiner	Tom Ware
Accreditation Details	Screenskills
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

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.](#)

Assessment 1 Sound Design film: 50%
A short fictional piece in which sound design and soundtrack dominate the narrative. Students will provide:
Group film project with production documents.
Individual written critical analysis.

Assessment 2 “A Day In The Life”: 50%
Production and execution of a short factual piece titled “A Day In The Life”.
Group film project with accompanying pre-production/production documents.
Individual written critical analysis.

Assessment 3 – **Free Text**

(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
Individual portfolio of written work			X			25	0
Creative Output	X	X				25	18

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
Individual portfolio of written work			X			25	0
Creative Output	X	X				25	18

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
Combined Total for All Components						100%	36 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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Version Number: MD Template 1 (2023-24)