

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

<b>Title of Module: The Short Film (Fiction)</b>			
<b>Code: FILM08004</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Shaun Hughes		
<b>Summary of Module</b>			
<p>This Module provides an introduction to the making of short fiction films. It serves to introduce students both to filmmaking practice in general – its language, techniques and professional working methods – and to the short film as a specific form in its own right.</p> <p>The approach of the module is practical. Students will take part in the production of a short film project that they conceive, develop and execute in small groups. The production process will be supported by lectures, seminars and/or workshops that outline key aspects of filmmaking practice and provide students with an opportunity to experiment before launching into their main project.</p> <p>The focus of the module is on the creative challenge of making interesting and effective short films, not on technical or craft skills. Basic technical familiarity with camera, sound and editing equipment (both hardware and software) is assumed.</p> <p>Key content includes:</p> <ul style="list-style-type: none"> <li>Structure and form in the short film</li> <li>Mise-en-scène: storytelling with the camera</li> <li>Working with actors</li> <li>Different approaches to developing characters and scripts (including devising and improvisation)</li> </ul> <p>This module introduces filmmaking and screenwriting students to short film practice, and leads on to Digital Filmmaking A and B (Level 9).</p>			

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

<b>Campus(es) for Module Delivery</b>
---------------------------------------

The module will <b>normally</b> 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	<input type="checkbox"/>	Term 2	<input checked="" 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	Originate, plan and create (or contribute to the creation of) a short fiction film for cinema to professional standards.
L2	Apply a range of research to both the development of a project idea and the process of its creation.
L3	Apply an understanding of the social, contemporary, historical and economic context they are working in to their projects.
L4	Demonstrate creativity in solving problems.
L5	Reflect critically on their own and others creative practice with recourse to expert advice.

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><b>SCQF Level 8</b></p> <p>Demonstrate and/or work with:</p> <p>An understanding of the different roles involved in creative fiction film production, and the ways in which they collaborate.</p> <p>An appreciation of the wide range of creative methods used by film directors and screenwriters to develop characters, situations and stories.</p> <p>A discerning understanding of some of the ways in which short fiction films differ from feature films, both aesthetically and economically.</p>

<p><b>Practice: Applied Knowledge and Understanding</b></p>	<p>SCQF Level 8.</p> <p>Apply knowledge, skills and understanding:</p> <p>In using a range of professional skills, techniques, practices and/or materials associated with short fiction film production.</p> <p>In using a few skills, techniques, practices and/or materials that are advanced or complex in relation to fiction film production.</p> <p>In carrying out routine lines of enquiry, development or investigation into professional level problems and issues.</p> <p>To adapt routine practices of fiction film production within accepted standards.</p>
<p><b>Generic Cognitive skills</b></p>	<p>SCQF Level 8</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of fiction film production.</p> <p>Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues associated with short fiction film production.</p>
<p><b>Communication, ICT and Numeracy Skills</b></p>	<p><b>SCQF Level 8</b></p> <p>Use a wide range of routine skills and some advanced and specialised skills associated with short fiction film production, for example:</p> <p>Convey complex information about short fiction film production to a range of audiences and for a range of purposes.</p> <p>Use a range of standard software programmes associated with short film production and post-production.</p>
<p><b>Autonomy, Accountability and Working with others</b></p>	<p><b>SCQF Level 8</b></p> <p>Exercise autonomy and initiative in some activities at a professional level in short film production.</p> <p>Exercise managerial responsibility for the work of others and for a range of resources.</p> <p>Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice.</p> <p>Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p>
<p><b>Pre-requisites:</b></p>	<p>Before undertaking this module the student should have undertaken the following:</p>

	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	9
Tutorial/Synchronous Support Activity	18
Laboratory/Practical Demonstration/Workshop	9
Personal Development Plan	12
Asynchronous Class Activity	40
Independent Study	112
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Cooper, Pat and Dancyger, Ken. (1994) Writing the Short Film. Burlington;

Focal Press. Cousins, Mark (2012) DVD The Story of Film: An Odyssey

Johnson, Claudia H. (2015) Crafting Short Screenplays That Connect. 4th Edition; Focal Press

Rabiger, Michael & Hurbis-Cherrier, Mick. (2013) Directing, Film Techniques and Aesthetics. 5th Edition; Focal Press.

McKendrick, Alexander (2005). On Filmmaking: An Introduction to the Craft of the Director. New York: Faber and Faber.

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 expected to attend all workshops, lectures and tutorials unless they are specifically informed that these are optional. They are also expected to deliver drafts of creative work to tutors (as formative assignments) when requested to do so.

### **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**

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Gill Jamieson
<b>External Examiner</b>	A Nevill
<b>Accreditation Details</b>	Screen Skills
<b>Changes/Version Number</b>	2.07 External Examiner update to A Nevill Updated to a single assessment that covers all criteria

**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 - Portfolio of Written, Audio, & Visual Materials relating to the development of a short creative Fiction film project (where each student has a specific role within a group) 100%

Assessment 2 -N/A

Assessment 3 -N/A

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of practical work	✓	✓	✓	✓	✓	100	18

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>36 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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

**Version Number: MD Template 1 (2023-24)**