

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: The Short Film (Documentary)</b>			
<b>Code: FILM08006</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Callum Rice - (Co-Coordinator Bettina Talbot)		
<b>Summary of Module</b>			
<p>This module is an introduction to the making of cinematic documentary films. It is a practical filmmaking module, supported by a theoretical and contextual overview of the practice of making documentary films today. The module will also consider historical developments and offer a basic analysis of divergent contemporary forms, ethics and key questions within documentary filmmaking.</p> <p>The intention of the module is to encourage students to see the documentary film as an opportunity to produce creative, emotionally involved stories.</p> <p>The module is an opportunity to discover how the modern documentary film made with modest means can be just as creative, engaging and exciting as any mainstream cinema.</p> <p>The module will be delivered through a programme of lectures, screenings and seminars as well as practical workshops and development tutorials.</p> <p>Students will participate in short group production exercises taking on a range of production roles. These will rotate wherever possible. Students will initially research, produce and present a proposal for a short observational documentary film.</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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	<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	<i>Demonstrate a developed knowledge of filmmaking within the contexts of Documentary</i>
L2	<i>Demonstrate an ability to research, develop and present concepts for documentary films.</i>
L3	<i>Participate in the production of a short documentary film as an effective member of a production team.</i>
L4	<i>Demonstrate an awareness of contemporary documentary production contexts and creative debates.</i>
L5	<i>Provide a reflective account of their own work in the context of contemporary documentary filmmaking.</i>

### Employability Skills and Personal Development Planning (PDP) Skills

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8

	<i>Independent working is central to this module. Students are expected to identify and acquire the practical skills they will personally require to perform their role. Tutorials are recommended for technical help, watching and analysing films is essential to help you better understand and discuss your work but wherever students can.</i>	
Practice: Applied Knowledge and Understanding	SCQF Level <b>8</b> Click or tap here to enter text.	
Generic Cognitive skills	SCQF Level <b>8</b> Click or tap here to enter text.	
Communication, ICT and Numeracy Skills	SCQF Level <b>8</b> Click or tap here to enter text.	
Autonomy, Accountability and Working with others	SCQF Level <b>8</b> Click or tap here to enter text.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> FILM07008	<b>Module Title:</b> Creative Filmmaking Practice
	<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)
Choose an item.	
Choose an item.	

Lecture/Core Content Delivery	30
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	10
Independent Study	154
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

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

*This Much Is True – 14 directors on documentary filmmaking, James Quinn (UWS library)*

*Documentary Storytelling: Creative Nonfiction on Screen, Sheila Curran Bernard (UWS library)*

*Directing the Documentary, Michael Rabiger, 2012 (UWS library & online)*  
*The shut up and shoot documentary guide : a down & dirty DV production, Anthony Q. Artis. (UWS library online only)*

*Imagining Reality: The Faber Book of Documentary Kevin Macdonald & Mark Cousins (UWS library)*

(\*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 scheduled elements of their Programme. Any*

*unauthorised absence will be recorded and may lead to the student being withdrawn from the module and/or Programme. There will be an electronic attendance monitoring system in place for all students. Students who are absent should notify their School Office, and their module tutor, Immediately. Full details of attendance requirements for all UWS student can be found under Regulation 5 (Regulation 5.3.6-5.3.8) of the UWS Regulatory Framework*

<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

### **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](#).

(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>	Paul Tucker
<b>External Examiner</b>	A Nevill
<b>Accreditation Details</b>	Screenskills
<b>Changes/Version Number</b>	

### **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 - *Verbal presentation and written Proposal for a 4-7 minute documentary - 20%*

Assessment 2 - *Group production film and portfolio – combined mark 50% (1500 words or equivalent)*

Assessment 3 - *Critical Reflection. (1000 words) 30%*

(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>
	x	x	x			20	

<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>
	x	x	x			50	

<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>
					x	30	
<b>Combined Total for All Components</b>						<b>100%</b>	<b>200 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)**

36 / 48 hours

divided

200 hours

Not 3 hours