



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Wildlife, Film and Media				
Module Code	USSK5A-15-3	Level	2	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	BSc (Hons) Wildlife Ecology and Conservation Science				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	standard
Pre-requisites	USSK5H-30-2 Wildlife Ecology	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2016	Valid to	September 2019		

CAP Approval Date	May 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Initiate, develop and present innovative ideas for short films and/or other media platforms. (assessed in Component B); 2. Demonstrate an ability to gather, collate, synthesise, edit and present research (assessed in Components A and B); 3. Demonstrate an understanding of how use research to develop engaging stories for scientific and non-scientific audiences for a range of media. (assessed in Components A and B); 4. Demonstrate an understanding of how to visualise, script and plan a short film through storyboarding. (assessed in Components A and B); 5. Demonstrate a critical understanding of the importance of pitches (assessed in Component A); 6. Develop an awareness of ethical concerns when filming animals and people for media platforms. (assessed in Components A and B).
Syllabus Outline	<p>Media communication skills are essential to the 21st century science graduate. Scientists and conservationists must be able to explain, present and promote their work, in the media, in a variety of ways. This module will give an introduction to wildlife, film and the media by enabling students to undertake a short research study with the ultimate aim of presenting their findings, as a film or multi-platform project. It will explore the main aspects of research, writing, planning and visualization required when developing a short film on a wildlife and/or conservation theme, appropriate for</p>

	<p>broadcast to a non-scientific audience.</p> <p>Students will research, develop and pitch an idea for a short film and/or digital media production to be filmed locally e.g. at Bristol Zoo. Alongside the visual project, students will be expected to develop their media writing skills and present a range of written documents to support their film. The students will need to demonstrate an appreciation of the factors that contribute to effective teamwork on media projects.</p> <p>The module will follow a structure that mirrors the industry production process during which the students will be encouraged to explore the following key areas:</p> <p>1. Research The role of wildlife and conservation in the media What makes a good idea? Looking for the 'the quirky & the unusual' How do we research for the media? Reading papers - finding out what's new in the field Research skills: web, phone-bashing, record keeping, how to elicit information. Developing relationships and building trust with contacts, potential contributors, experts and communicating with the general public.</p> <p>2. From Research to Story How to turn the research into a story What makes a good story? Writing synopses and outlines Writing for the non-specialist audience and how to avoid jargon and cliché</p> <p>3. From Story to Pitch Writing a short film script Pitching your ideas – how to pitch effectively</p> <p>4. Recces and Interviews Interview techniques Undertaking the research recce in order to assess suitability to fulfil production requirements.</p> <p>5. Planning the Film The filming schedule Visualisation – storyboarding.</p> <p>6. Filming Use of filming equipment, recording sound, editing Organisation and communication with film crew Working in a team</p> <p>7. Pitching the Film Presenting findings and ideas to an audience.</p>
Contact Hours	<p>9 X 3 hour sessions (interactive lectures). 2 X 3 hour sessions (location based): a recce and filming day at the zoo. 1 X 3 hour session: the pitch.</p> <p>Totalling 36 hours, as per requirements for a 15 credit module</p>
Teaching and Learning Methods	<p>This module will be delivered at Bristol Zoo Gardens. This module will combine class based interactive lectures, workshops and self-directed study.</p> <p>Scheduled Learning Interactive lectures will outline key skills and considerations in researching, developing</p>

and filming factual programming.

Screenings of wildlife programmes will promote student discussion and analysis.

Interactive lectures will explore the different ways wildlife can be presented in the media and provide space for closer analysis and critical discussion of specific topics and readings, as well as assessment guidance and development.

Students will have the opportunity to make a short film.

A recce and interview with a contributor will enable students to practice research and media skills developed in class.

Feedback on the pitches, plus in-class and online discussion of their reading and viewing will encourage peer review and critical analysis of projects.

Independent Learning
 Students will be expected to read key texts to develop their skills and watch output from eg. BBC, National Geographic, Discovery Channel.

In small teams students will be expected to independently produce a photo storyboard as part of their assignment preparation and completion.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114		150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Portfolio; Pitch (presentation)

Total assessment of the module:	
Portfolio	60%
Pitch	40%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject

	<p>relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>A detailed reading list will be made available through relevant channels, e.g. module handbooks, Blackboard, etc.</p> <p>As part of the research, students will be expected to read and reference widely. Student learning will be supported through 'Blackboard' - the University's E learning space. Copies of recommended text books, scientific papers and relevant magazines are available through the library. However for this module students must match their reading with watching wildlife and environmental documentaries on broadcast television or 'BoB'. (see below) A list of suitable documentaries will be listed in the module handbook.</p>
Indicative Reading List	<p>The most recent editions of</p> <p>Bernard, S.C. <i>Documentary Storytelling Creative Nonfiction on Screen</i>, 3rd ed. Oxford: Focal Press.</p> <p>Bousse, D. <i>Wildlife Film</i>. Pennsylvania: University of Pennsylvania Press</p> <p>Bruzzi, S. <i>New Documentary: A Critical Introduction</i>. 2nd ed. London: Routledge</p> <p>Watts, H. <i>On Camera</i>. London: AAVO</p> <p>Lee-Wright, P. <i>The Documentary Handbook</i>. London: Routledge.</p> <p>Peters, J. and Warren, P. (eds). <i>Wild Pages: The Wildlife Film-makers' Resource Guide 2012/2013</i>. Norwich: Wildeye.</p> <p>Robinson, A. <i>Writing and Script: A Very Short Introduction</i>. Oxford: Oxford University Press.</p> <p>Rabiger, M. <i>Developing Story Ideas</i>. Oxford: Focal Press.</p> <p>Saunders, D. <i>Documentary</i>. London: Routledge Film Guidebooks.</p> <p>Warren, P. and Nightingale, N. <i>Wildlife Film Making</i>. Norwich: Wildeye</p> <p>Web resources Box of Broadcasts - BoB is an off-air recording and media archive service. BoB is available to staff and students of member institutions of the British Universities Film & Video Council that hold an ERA+ license. Most recent wildlife and conservation documentaries can be found on this site.</p>

Assessment Strategy	<p>Assessment Students are required to submit a portfolio for assessment which will include the outcomes of set tasks throughout the module. Students will be assessed on a portfolio and a pitch which will demonstrate the following:</p> <ul style="list-style-type: none"> • Evidence of ability to independently and effectively present a portfolio to a professional standard, which includes research, planning, organisation and communication for a short film or multi media project. • Effective presentation (a pitch) of a suitable idea for a wildlife or conservation media story. <p>Portfolio 60%</p> <p>The research folder which may include the following:</p> <ul style="list-style-type: none"> • Research notes appropriate for a media production • A script for a 5 minute film • A filming schedule • A photo or drawn storyboard <p>The Pitch 40%</p> <p>To supplement the research folder the students will present a short pitch of their research, story, storyboard and the completed short film.</p> <p>These components have been designed to enable students to demonstrate, for the purposes of assessment, their acquisition of the skills, knowledge, understandings and experiences that will enable them to meet the learning outcomes for this module. These forms of assessment enable the student to build and demonstrate their understanding of some of the professional skills needed to communicate their work and ideas in appropriate professional formats.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 40%	B: 60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Pitch (presentation) (10 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
Portfolio (2000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting

Description of each element	(as % of component)
Pitch (presentation) (10 minutes)	100%
Component B	Element weighting
Description of each element	(as % of component)
Portfolio (2000 words)	100%
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	