ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	The Literature and Film Studies Project					
Module Code	UPGN5S-30-3		Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	English		
Department	Arts and Cultural Industries		Module Type	Project		
Contributes towards	BA (Hons) Literature and Film Studies					
Pre-requisites	Any level 2 Literature and Film Studies module		Co-requisites			
Excluded Combinations	None		Module Entry requirements	N/A		
First CAP Approval Date	June 2015		Valid from	September 2015		
Revision CAP Approval Date			Valid from			

Review Date	June 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Design and develop an independent project on a relevant topic in literature and/or film (Component A, elements 1 and 2) • Select, justify, apply and interpret appropriate research methods (Component A, element 2) • Demonstrate detailed knowledge and critical understanding of the chosen field of study (Component A, element 2) • Explore their topic in relation to relevant critical, theoretical and/or creative debates (Component A, elements 1 and 2) • Accurately and effectively present research in an appropriate format (Component A, element 2) • Demonstrate skills in project management, time management and self-evaluation (Component A, element 1)
Syllabus Outline	Students will devise and complete a research-based project appropriate to Level 3 undergraduate study. As an independent project module, the content of the module will vary according to the individual student's aims and interests, but all students will receive appropriate tutor support in devising and developing their idea. The module will also provide relevant skills development sessions (e.g. using electronic databases effectively for systematic research, advanced audiovisual essay skills).

Contact Hours	Approximately 20 hours. Since this is an independent project module, students have less contact time overall, but more one-to-one support than for a standard module.
Teaching and Learning Methods	**Scheduled learning:** Contact will take the form of 2-hour workshops in the first four weeks followed by individual tutorials for the rest of the module (approximately 20-30 minutes every two weeks). Two additional 2-hour workshops will take place at key points in the process. The module aims to help students develop independent learning skills, preparing them for their future careers and enabling them to become 'lifelong learners'. Workshops will initially support students in devising and designing a workable project. This will include reflecting on research methods, writing a proposal and enhancing students' information literacy, research and time management skills. Students will receive one-to-one tutorials to help them develop their project and evaluate their progress. Students will also be able to contact supervisors via email for additional guidance as needed. Students working on practical/creative projects will have weekly access to appropriate facilities, scheduled as a 3-hour workshop from week 5 onwards. The main aim of these workshops is to ensure students have access to appropriate equipment and technical instruction. The relevant supervisor may also be present for part of this workshop time to facilitate peer feedback and support. **Independent learning:** as a project module, higher levels of independent learning and self-discipline are required. Students should aim to spend approximately six to ten hours a week on the project module for the duration of the module, to achieve the overall average of 280 hours of independent study time. For students engaging in work experience as part of the preparation for this module, this independent learning will include keeping a self-reflective diary during the period of work experience.
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 interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	20	280	0	300	✅

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

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment,

practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		100%
Practical exam assessment percentage		0%
		100%

Reading Strategy	The nature of the module demands that students develop independent information literacy skills. There are no core or suggested further readings, but supervisors will offer advice on finding relevant sources, where appropriate. The module includes skills training in using electronic databases, effective research and requesting interlibrary loans. The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. (Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing; sign-up workshops are also offered by the Library.)
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages. *The Audiovisual Essay* (2015) Available from: http://reframe.sussex.ac.uk/audiovisualessay [Accessed 22 February 2015]. Cottrell, S. (2014) *Dissertations and Project Reports: A Step by Step Guide.* Basingstoke: Palgrave Macmillan. Cottrell, S. (2015) *Skills for Success: Personal Development and Employability.* Basingstoke: Palgrave Macmillan. Fabb, N. and Durant, A. (2005) *How to Write Essays and Dissertations: A Guide for English Literature Students.* 2nd ed. Harlow: Pearson. Greetham, B. (2014) *How to Write Your Undergraduate Dissertation.* 2nd ed. Basingstoke: Palgrave Macmillan. Harper, G., ed. (2013) *A Companion to Creative Writing.* Oxford: Wiley-Blackwell. Wisker, G. (2009) *The Undergraduate Research Handbook.* Basingstoke: Palgrave Macmillan.

Part 3: Assessment

Assessment Strategy	The module aims to enable students to develop an independent project in a specialist field of their choosing. **Component A, Element 1: Portfolio of Exercises** To aid students in achieving the learning outcomes, the module incorporates step-by-step exercises, such as an initial proposal, records of supervision, time management

exercise and self-evaluation. The exercises build up over the duration of the module, ensuring students stay engaged with the process and see their supervisor regularly.

Component A, Element 2: Project (8-10,000 words or equivalent)
A range of assessment types are allowed, to ensure students can work to their strengths (recognising student diversity). The different types also enable students to focus on knowledge and skills relevant to their future careers, through practical application.

The project can take any one of the following forms:
- Dissertation (10,000 words)
- Work experience dissertation (8,000 words + self-reflective diary)
- Portfolio of criticism with rationale (10,000 words or equivalent)
- Portfolio of creative writing with rationale and evaluation (8-10,000 words)
- Audiovisual essay (5-8 minutes) with rationale and evaluation (2000-4000 words) (equivalent to 10,000 words)
- Programme or website for a film festival with rationale and evaluation (10,000 words or equivalent).

Throughout the module, students will receive guidance and formative feedback on their progress, including sharing draft work with the project supervisor.

Identify final assessment component and element	**Component A, element 2**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100**	**0**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Portfolio of exercises	10%
2. Project (8-10,000 words or equivalent)	90%
Component B **Description of each element**	**Element weighting**
	N/A
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Portfolio of exercises	10%
2. Project (8-10,000 words or equivalent)	90%
Component B **Description of each element**	**Element weighting**
	N/A

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.