



**STUDENT AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	The Role of the Producer				
Module Code	UPCN6Q-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Cultural Industries		
Department	Arts and Cultural Industries	Module Type	Standard		
Contributes towards	MA/MFA CREATIVE PRODUCING				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	

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"> <li>1. Identify and understand the historical roles of producers in the cultural industries. A1</li> <li>2. Understand and articulate the key functions and impacts of the producer in the contemporary creative economy. B1</li> <li>3. Understand and articulate the value of the role of the producer in the success of creative projects. A1</li> <li>4. Understand and articulate the role of the producer specifically in the ecology of the contemporary cultural industries. B1</li> <li>5. Understand the work of the producer in curating the participation of a range of skills, users and audiences in iterative and co creative projects. A1 &amp; B1</li> <li>6. Make a compelling case for the importance of the role of the producer including the distinction between independent and institutionally based producers. A1</li> <li>7. Communicate the role of the producer to cultural industry audiences and readers. B1</li> </ol>
Syllabus Outline	This module looks at the historical role of the producer in the creative and cultural industries. It also looks at examples of the role of the producer in its contemporary form. It has a particular focus on the key role of producers in innovative and interdisciplinary projects working with creative technologies and their crossovers with traditional forms of art & culture.
Contact Hours	Students will have 38 hours scheduled contact time, including lectures, master classes, seminars, tutorials, or workshops, and online contact time.
Teaching and Learning	This module will be delivered through lectures, group tutorials or seminars and one to one tutorials, as well as online materials via Blackboard / MyUWE. Lectures will

Methods	<p>be used to frame the history of the role of the producer and will also use visiting speakers to offer specific examples of contemporary practice. Tutorials and seminars will be used to discuss set reading, to present work in progress, and to develop theoretical and empirical methods.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision = 38 hours</p> <p>Independent learning includes hours engaged with reading, research, case study preparation, assignment preparation and completion etc. = up to 262 hours</p>																									
Key Information Sets Information	<p>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.</p> <p><b><u>Key Information Set - Module data</u></b></p> <p><i>Number of credits for this module</i> <span style="border: 1px solid black; padding: 2px 10px;">30</span></p> <table border="1" data-bbox="400 954 1209 1115"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>38</td> <td>262</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="571 1581 1262 1816"> <tbody> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>40%</td> </tr> <tr> <td></td> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	38	262	0	300	Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		60%	Practical exam assessment percentage		40%			100%
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.</p> <p>Any essential reading is available in the Bower Ashton Library and publically online. Students will have to make use of range of contemporary online and social media resources to map the contemporary field of practice. The currency of information may wane during the life span of the specification, consequently current advice on readings</p>																									

	<p>will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.</p> <p>Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books may be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.</p>
<p>Indicative Reading List</p>	<p>Bakøy, E, R. Puijk and A. Spicer (eds) (2017), <b><i>Building Successful &amp; Sustainable Film &amp; Television Businesses: A Cross-National Perspective</i></b>, Bristol: Intellect.</p> <p>Bernstein, M. (2008), 'The Producer as Auteur', in B. K. Grant (ed.), <i>Auteurs and Authorship: A Film Reader</i>, Oxford: Blackwell, pp. 180-189.</p> <p>Bourdieu, P. 'The Field of Cultural Production, or: The Economic World Reversed', in <i>The Field of Cultural Production: Essays on Art and Literature</i>, Cambridge: Polity Press, 1993, pp. 29-73.</p> <p>Hesmondhalgh, D., 2013. <i>The Cultural Industries</i>, 3<sup>rd</sup> edition. London: Sage.</p> <p>Lewis, J. (ed.) (2016), <i>Producing</i>, London: I.B. Tauris.</p> <p>Pardo, A. (2010), 'The Film Producer as Creative Force', <i>Wide Screen</i> 2:2.</p> <p>Porter, V. (1983), 'The Context of Creativity: Ealing Studios and Hammer Films', in J. Curran and V. Porter (eds), <i>British Cinema History</i>, London: Weidenfeld and Nicolson, 1983, pp. 179-207.</p> <p>Spicer, A., A.T. McKenna and C. Meir (eds) (2014), <i>Beyond the Bottom Line: The Producer in Film and Television Studies</i>, New York and London: Bloomsbury.</p> <p>Tyndall K. (2007), <i>The Producers : Alchemists of the Impossible</i>, Jerwood Foundation</p> <p>The Warwick Commission on the Future of Cultural Value Enriching 2016 Britain Culture Creativity and Growth Neelands Belfiore et. al. Warwick University.<a href="http://www2.warwick.ac.uk/research/warwickcommission/futureculture/finareport/warwick_commission_final_report.pdf">http://www2.warwick.ac.uk/research/warwickcommission/futureculture/finareport/warwick_commission_final_report.pdf</a></p>

<p style="text-align: center;"><b>Part 3: Assessment</b></p>	
<p>Assessment Strategy</p>	<p><b>Component A</b>, element 1: Individual Ten Minute Presentation (In Class) 40% Students will present on one producer and her or his role, influence, taste and impact. Students will submit presentation materials.</p> <p><u>Assessment Criteria e.g.</u></p> <p>Demonstrate an understanding of how particular producers have had an impact on particular cultural products and audiences (Learning outcomes 3 &amp; 5] Identify the key actions, processes and roles of the producer.1 Demonstrate an understanding of the producer in their cultural and creative context. 1 Present a compelling portrait of the producer 2</p> <p><b>Component B</b>, element 1: Individual report (3000 words) (60%) Students will present a public and policy facing report in response to an appropriate brief that makes an analysis of the role of producing in the contemporary landscape of innovative arts practice.</p> <p><u>Assessment Criteria</u></p>

	<p>Demonstrate a clear and accessible understanding of the key functions of the producer in the contemporary creative economy 2 &amp;7</p> <p>Identify the specific roles for the producer in the economy of contemporary cultural industries. 4</p> <p>Articulate how producers may respond to audiences and users or their products 5</p>
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Identify final assessment component and element	<b>Final Assessment B1</b>	
	<b>A:</b>	<b>B:</b>
	<b>40</b>	<b>60</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.Component A, element 1: Individual Ten Minute Presentation (In Class). Students will present on one producer and her or his role, influence, taste and impact.	100	
2.(etc)		
<b>Component B Final Assessment</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.Component B, element 1: Individual report (3000 words) Students will present a public and policy facing report that makes an analysis of the role of the producer in the contemporary landscape of innovative arts practice.	100	
2.(etc)		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Component A, element 1: Individual Ten Minute Presentation by A/V or online. Students will document and submit a presentation on one producer and her or his role, influence, taste and impact, to include audio or video recording with presentation materials such as slides or written materials.	100	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Component B, element 1: Individual report (3000 words) Students will present a public and policy facing report that makes an analysis of the role of the producer in the contemporary landscape of innovative arts practice.	100	
2.(etc)		
<p>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.</p>		

First CAP Approval Date	21 March 2017			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to MIA 10584</a>