University of the West of England — BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Filmmaking and Creative Media Dissertation					
Module Code	UACAKT-15-3		Level	3	Version	1
Owning Faculty	Arts, Creative Industries and Education		Field	Cultural and Media Studies		
Contributes towards	BA (Hons) Filmmaking and Creative Media					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	1 June 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. develop higher level skills in contextualisation (e.g. historically, culturally, commercially, technologically, theoretically) of their current creative and professional practice (Component A,1); 2. to demonstrate knowledge and understanding of a specific area of research by presenting relevant ideas and specific examples (Component A,1); 3. confidently engage with relevant issues/debates and develop a critical perspective, discussion and/or argument, and articulate them verbally and through writing (Component A,1); 4. to formulate, expand and realise an individually chosen research question in relation to existing debates, relevant contemporary creative practice, their own professional developing practice and aspirations (Component A,1); 5. to develop higher level research skills and techniques that can include: library/database searches; interviewing; use of archives (including online) and to use theory and methodology in the critical evaluation and analysis of material relevant to their individual study (Component A,1); 6. to demonstrate the development of their independent, self-directed learning(Component A,1); 7. to communicate information and ideas relating to the chosen research question, verbally and through writing (Component A,1); 8. to use the conventions of academic writing including appropriate referencing

	and compiling a bibliography; appropriate use of illustrative material (Component A,1);
Syllabus Outline	This module offers an opportunity to engage with current debates and issues facing practitioners in media and creative practices, by building on the work undertaken through the modular structure at Levels 1 & 2 (including work placements and exchanges where appropriate). It is an opportunity to research an individual topic that relates to the student's practice-based work and to their future aspirations. Students are invited to explore a range of different areas of study that act as examples of possible areas of research in which they might locate their specific, independently chosen study.
	Although it is anticipated that students will focus on a specific research topic relevant to the portfolio of work they are developing at Level 3, they are free to go outside this; nevertheless, their individual choice of study should relate closely to their individual interests and aspirations.
	The Module Handbook will contain a list of suggested research questions, and a reading guide for each area of study, as well as detailed guidance notes on writing a proposal. It will also include lecture and tutorial timetables and advice on writing and presentation.
	Lectures will explore staff current research interests for the explicit purpose of exploring the use of research methodologies-in-action. Staff will reflect on their research practices as well as presenting the outcomes of their research.
	A series of industry guest speaker sessions offered via the *Professional Practice 3: Work Experience and Future Directions* module and a series of lectures offered via the Level 3 *Preparation for Self-Directed Study in Filmmaking and Creative Media* module will present ideas and issues from a broad range of perspectives and practices so as to help students contextualise their research questions.
Contact Hours/Scheduled Hours	The scheduled contact hours are 36 hours to include all the teaching and learning outlined as below.
Teaching and Learning Methods	At Level 1 students are introduced to the discipline of the annotated bibliography; thereafter critical evaluations encourage students to demonstrate appropriate and wide ranging contextualization of practice via illustrative examples and case studies often supported by research documentation submitted in the context of an individual or group production file.
	As the programme progresses, students are expected to demonstrate a development in their ability to identify conceptual questions and build an argument around them. This module allows students to synthesise and consolidate academic research and writing skills developed through the programme.
	2 workshops delivered at the start of the module will enable students to identify their topic, be offered advice on how to develop a research question and complete a proposal and essay plan. 2 further workshops will focus on developing students' higher level research, critical analysis and academic writing skills whilst also outlining the tutorial support, and the value of producing written work in stages. Teaching and learning will take place via a blend of lectures, seminars and workshops exercises. Library skills and study support sessions are also provided.
	Students are advised via Level 2 GDP sessions located in the modules *Documentary Research and Production* and *Professional Practice 2: Developing Craft Skills* to use the second year to consider possible areas of interest for the L3 dissertation module and particularly to develop their research proposal during the summer before L3 entry in preparation for the dissertation development workshops at the start of the year.

	As above, there will be a range of lectures covering research methodologies and subject specific and contextual topics. In addition, students may make use of an extensive repository of existing lectures exploring topics in Visual Culture and creative practices and extensive written resources delivered via the VLE.

Subject specific seminars will enable students to share perspectives on creative and media practice and explore debates and conceptual questions relevant to their area of study. Formative assessment takes place via these group seminars and through the individual tutorials as below.

Students will be assigned to a tutor with a relevant specialism and will receive a number of half-hour tutorials to enable formative feedback of proposal, essay plan, developing research and drafts of dissertation.

Scheduled learning includes lectures, seminars, tutorials, project supervision = 36 hours

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. = 108 hours |
| Reading Strategy | **Essential Reading**

It is essential that students read one of the many texts on research methods available through the Library. Module handbooks will also reflect the range of reading to be carried out.

Further Reading

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and Skills

Library sessions are offered to support the development of literature searching skills. 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 Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. |
| 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. However, as indicated above, CURRENT advice on readings will be available via the module handbook.

Atkins, R. and Mintcheva, S. (2006) *Censoring Culture: Contemporary Threats to Free Expression.* New York: New Press.
Barker, E. (1999, *Contemporary Cultures of Display*. Connecticut: Yale University Press.
Bolton, R. (1992) *Culture Wars.* New York: New Press.
Clark, G. (1997) *The Photograph: a Visual and Cultural History*. Oxford: Oxford University Press.
Docker, J. (1994) *Postmodernism and Popular Culture*. Cambridge: Cambridge University Press.
Featherstone, M. (1991), *Consumer Culture and Postmodernism.* London: Sage.
Dormer, P. (1993) *Design Since 1945.* London: Thames & Hudson.
Gentle, R. (2001) *Read This!: Business Writing that Works*. London: Prentice Hall.
Hartley, J. (2005) *Creative Industries*. Oxford: Blackwell Publishing.
Hawkins, G. (2005) *New Keywords: a Revised Vocabulary of Culture and Society*. Oxford: Blackwell.
Jencks, C. (2011) *The Post-modern Reader*. Chichester: Wiley.
Jenkins, H. (2006) Conclusion: Democratizing Television? The Politics of Participation. |

In: Jenkins, H. (2006) *Convergence Culture: Where Old and New Media Collide.* New York and London: New York University Press, pp.240-260.

Jones, A. (2003) Introduction. In: Jones, A. (2003) *The Feminism and Visual Culture Reader*. London: Routledge.

Mirzoeff, M. (1998). *Visual Culture Reader*. London: Routledge.

Sardar, Z. (2002) Globalisation. In: Sardar, Z. (2002) *A to Z of Postmodern Life.* London: Vision, pp. 78-84.

Walker, J. A. and Chaplin, S. (1997) Production, Distribution and Consumption Model. In: *Visual Culture: an Introduction*. Manchester: Manchester University Press.

Williamson, J. (2003) Retro-sexism. *Eye*. 48 (12), pp. 44-53.

Yenawine, P. (1999) *Art Matters: How the Culture Wars Changed America*. New York: New York University Press.

Zolberg, V. L. (1990) Bourdieu's Aesthetic Violence. In: Zolberg, V. L. (1990) *Constructing a Sociology of the Arts*. Cambridge: Cambridge University Press.

Part 3: Assessment

Assessment Strategy	The summative assessment is as follows:

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Component A, 1: Dissertation 4000 words and bibliography

The word count reflects the credit weighting of the module. The bibliography may be supported with research materials if the student wishes.

Assessment Criteria	Relating to Learning Outcomes
1. Evidence of relationship to individual creative and professional practice;	1, 2, 3, 6, 7
2. clarity of objectives, understanding and addressing the question;	2, 4, 6, 7, 8
3. structure and coherence of discussion/or argument;	3, 4, 6, 7
4. critical evaluation and/or analysis;	1, 3, 5, 6
5. research (breadth, depth, relevance, use of);	1, 5, 6, 7
6. writing and presentation (articulation, accuracy, referencing, bibliography);	3, 6, 7, 8

Identify final assessment component and element	A1	
% weighting between components A and B (Standard modules only)	**A:**	**B:**
	100%	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Dissertation and Bibliography	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Dissertation and Bibliography	100%
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.(etc)	

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.