



Module Specification

Creating the Story

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	6
Part 5: Contributes towards	8

Part 1: Information

Module title: Creating the Story

Module code: UALAKU-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Creative & Cultural Industries

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Lens and Moving Image

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: In addition to the Learning Outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:

Identify sources of information and present findings (Skillset NOS P5 Knowledge and Understanding and Performance Statements).

Identify and recommend contributors (Skillset NOS P20 Knowledge and Understanding and Performance Statements).

Research and assess locations (Skillset NOS P30 Knowledge and Understanding and Performance Statements).

Identify, conceptualise and define new and abstract problems and issues related to wildlife filmmaking.

Outline syllabus: This module will introduce students to the key concepts of story design across documentary and drama forms and will focus on linear narratives. It will enhance students' understanding of the genre conventions of the wildlife and natural world filmmaking and enable students to explore and critically evaluate a range of perspectives. Topics for study include: diversity of programming genres, audience expectations, delivering 'satisfying' stories, building brand values, interrogating assumptions and implicit underlying values in narratives and ethical dilemmas in storytelling.

Students will study the key aspects of research methodology, including information literacy and field craft techniques which underpin researching and preparing for wildlife programming. Topics include: the tasks and responsibilities of the media researcher; searching the literature and media; reading, evaluating and referencing research papers and resources; planning for field observations, field recording; designing, preparing and undertaking behavioural studies; analysis and evaluation of behavioural study.

In addition, the module provides the opportunity for students to enhance their knowledge and understanding of wildlife biology and behaviour, environmental and conservation issues and to critically evaluate historic and current research and paradigms related to wildlife. Topics to be studied include: evolution of animal behaviour as a discipline; plant and animal taxonomy; evolution and natural selection; key aspects of behaviour such as reproduction and sex, feeding strategies, movement, communication, migration and rhythms; ecosystems and habitats; rarity; wildlife conservation strategies, contemporary topics in wildlife

conservation.

Students will be also be introduced to contemporary issues in a science communication context, where a variety of practice and research has considered how people understand and engage with scientific, environmental and health related issues.

Throughout the module students will be encouraged to work up and pitch ideas for wildlife programming drawing on the knowledge gained through the module. Students will also apply the skills developed via this module directly to planning for wildlife filming producing logistical plans for observation and recording.

Part 3: Teaching and learning methods

Teaching and learning methods: The scheduled contact hours will be 15 days or approximately 90 hours encompassing all teaching activity as outlined below.

Formal lectures, seminars and presentations will guide students in identifying the key characteristics of wildlife genres and in understanding diverse critical viewpoints. They will also outline key skills and considerations in researching for wildlife programming and will explore a number of case studies of the work of leading field biologists and other key observers of the natural world and who have consequently added significantly to our understanding of animal and plant behaviour.

Master-classes from leading practitioners will offer insights on how they work as researchers and will offer insights on how they identify and develop good stories. Field trips will enable students to practice making observations and undertaking recce reports. Conference attendance will facilitate students' understanding of wider contextual issues and debates underpinning this field of study.

Students will attend library training sessions to build their information literacy skills. They will be encouraged to make use of UWE library and e-resources and an extensive range of viewing materials provide by the BBC partners in order to achieve

the learning outcomes concerned with animal science, environmental and conservation fields. They will be shown how to access resources that will enable them to support their own learning development in these areas.

Students will be encouraged to provide peer support in reviewing and understanding the academic reading on this module. Formative assessment takes place through tutorials and via feedback on group presentations. For example, students may identify and present a case study pertinent to their practice of an existing observation of the natural world, identifying how they would use it as research for filmmaking. In-class and on-line discussion will help students to prepare for their assessment tasks.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, fieldwork; external visits. (90 hours)

Independent learning includes hours engaged with essential reading and viewing, case study preparation, conference attendance, assignment preparation and completion etc. (210 hours)

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Differentiate contemporary genres of wildlife broadcasting and critically analyse how these developed historically

MO2 Identify and critically analyse key factors driving audience engagement and appreciation, including how programmes develop audience relationships through marketing and online brand extensions

MO3 Demonstrate understanding of the central role of storytelling in wildlife filmmaking and an ability to deconstruct how 'satisfying' stories are built through the use of a range of narrative elements, including cinematography, sound track, and editing

MO4 Work up and pitch ideas for wildlife programming drawing on the critical and science understandings explored through the module

MO5 Demonstrate a critical awareness of how assumptions underpinning the conventions of wildlife filmmaking might be challenged from a range of ethical, political, environmental and global perspectives

MO6 Understand and apply science understandings, specialist and production research and creative development methodologies appropriate to wildlife programming

MO7 Research and develop plans for wildlife filming producing logistical and creative plans for observation and recording in order to capture animal behaviour

MO8 Demonstrate understanding of how to conduct identify resources specific to this professional field to support their own development

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 210 hours

Face-to-face learning = 90 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ualaku-30-m.html) via the following link <https://uwe.rl.talis.com/modules/ualaku-30-m.html>

Part 4: Assessment

Assessment strategy: The summative assessment is as follows: Portfolio 100%

Students are required to submit a portfolio of work for assessment which will include the outcomes of set tasks throughout the module. These are designed to enable students to develop and demonstrate for the purposes of assessment their acquisition of the skills, knowledge, understandings and experiences that will enable them to meet the learning outcomes.

Examples of the specific tasks to be included in the portfolio will be clearly defined in

the Module Handbook. These may include:

A story research file including ideas, treatments and pitch proposals

and/or

Evidence of analysis of relevant scientific papers

and/or

A copy of a slide presentation reflecting on conference attendance (referencing historical and contemporary understandings of specific topics)

and/or

An essay (2500 words) that selects a wildlife programme and explains its use of storytelling and genre conventions to offer a critical perspective on its portrayal of the natural world

and/or

A behavioural study, research portfolio and report on a named animal (equivalent to 2500 words)

and/or

A research folder - a collection of work (equivalent to 2500 words), comprising: a report of field recce exercise and research for set brief e.g. One Show.

Assessment Criteria:

Ability to identify and critically analyse narrative elements and genre conventions of wildlife programming. (Relating to Learning Outcomes 1, 2, 3, 4, 5, 7)

Critical understanding of the relationship of audience to media products and the key factors that build engagement and drive appreciation. (1, 2, 3, 4, 5)

Ability to evaluate the relationship and impact of debates and perspectives on representation in wildlife media products and challenge assumptions underpinning the conventions and historic practices of the field of study. (1, 2, 3, 4, 5)

Ability to identify, analyse, synthesise and present research findings. (6, 7, 8)

Ability to apply science understanding and field observations to planning for media

production. (7)

Ability to identify compelling and appropriate ideas for wildlife programming and formulate and deliver effective pitches, verbally, visually and in writing. (4)

Quality of plan and outputs demonstrating resource investigation specific to this professional field to support their own development. (8)

Assessment components:

Portfolio (First Sit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Portfolio (Resit)

Description: Portfolio

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Wildlife Filmmaking [Bower] MA 2023-24