University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Information			
Module Title	Independent Research Project in Filmmaking		
Module Code	UALAV7-15-3	Level	3
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	ACE	Field	Lens and Moving Image
Department	Film and Journalism		
Contributes towards	BA (Hons) Filmmaking (compulsory)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description

The module supports students to undertake a self-initiated theoretical and investigative project that requires them to research a topic in depth that is particularly relevant to their practice and/or professional development. It allows students to synthesise and consolidate academic research and writing skills developed through the programme, and/or to demonstrate "critical making" skills in an audio-visual essay. In consultation with an allocated supervisor, students agree a suitable project which will enable them to demonstrate a high level of research, analytical and presentational skills. This can either take the form of a written dissertation or an audio-visual essay.

The module aims to:
- develop students' critical thinking, making and/or writing skills, to stretch their intellectual horizons and enhance their visual literacy
- encourage students to study film and visual media from a range of interrelated historical, industrial, critical and practical perspectives
- equip students with transferable skills that will be useful in a wide range of careers, including independent research, time management, presentation skills that will help make them more employable
- encourage professional standards for the presentation of research material and develop a thorough knowledge and understanding of the chosen topic and a critical awareness of the relationship of student's own research to other work in the field

The module is taught across both semesters. Sessions at the beginning of the module cover research methodologies and study skills, how to develop a research question, identify appropriate academic sources, effective note-taking, how to avoid plagiarism, how to draw on wider reading and viewing, how to structure an argument and audio-visual essay techniques. Library skills and study support sessions are also provided. In parallel with this students are assigned a personal tutor, with a relevant specialism, who will guide them in the formulation of an appropriate research topic and identify the best form for the project to take.

Students decide by the end of the first semester whether to undertake a written dissertation or an audio-visual essay and are required to submit an assessed plan and bibliography. In the second semester the emphasis is on independent study, with on-going tutorial support. Although tutors provide advice and comment on draft work together with recommendations for reading, the responsibility for the dissertation/audio-visual essay and bibliography lies with the student. Students are required to show clear evidence of a wide range of reading and research and a critical approach to their studies as well as clear evidence of a theoretical approach.

The module is distinctive in that it offers students the option to explore their research topic through critical making as well as writing. The emphasis is on situating understanding in a wider critical context rather just writing ability; having the option to create an audio-visual essay enables students to explore film concepts visually, using their editing skills but still testing their ability to structure an argument and back up their points with evidence from both primary and secondary sources. Audio-visual essays can employ text over visuals, inter-titles, split-screen shot comparison, hyper-narration, voice over or a "super-edit" but, whichever formal approach used, there must be evidence of wider reading and viewing and all sources must be properly referenced in the credits.

Part 3: Assessment

Assessment strategy
The assessment is designed to enable students to present their independent research effectively and demonstrate an ability to situate their chosen topic within an appropriate critical context, drawing on their wider reading and viewing. Advice on how to avoid plagiarism and the correct referencing conventions will be included both in the Module Handbook and throughout the formal teaching and UWE Library Service sessions. Tutors will aim to pick up any issues with referencing that may lead to inadvertent academic offences.

Formative assessment
Formative assessment will take place within the tutorial process with opportunities for feedback on research design, project development (proposal, essay plan), contextualisation and work in progress, through reviewing of drafts. Students can expect around five hours of tutorial support in total during the course of the academic year, which may include group meetings as well as individual tutorials with their supervisor, as well as email contact.

Summative assessment
Component A1: Essay Plan (1000 words) and Bibliography (20%)
Component A2: Research Project (80%)

At the end of the first semester, students will be required to submit a detailed plan (1,000 words) together with a bibliography including key readings and viewings that will inform their research. Towards the end of the second semester, they will submit their finished research project. This can, by negotiation with an academic tutor, either take the form of a traditional 4,000 word essay or industry-focused study, or it could take the form of an audiovisual essay (of 3 – 5 minutes duration), plus a 500 word positioning statement.

Assessment criteria (as related to learning outcomes)
Students will be assessed using the following criteria:

- **Research Question:** the level of complexity and challenge, originality and imagination offered by the question; the extent to which it offers a significant and important contribution to an academic tradition or perspective (LO1, LO7);
- **Structure and Coherence of Argument:** the level of developed interpretation of findings; analysis related to existing literature, interpreted for purpose of the research; discussions logically developed into a cogent, persuasive argument that address the research question; conclusions showing new insights, potential applications or limitations of the research and full review of attainment of objectives (LO1, LO2, LO4, LO6);
- **Critical Context and Methodology:** the extent of a range of published literature and up-to-date information used and critically evaluated with original thinking evident; the level of significance of literature indicated and discussed in relation to the research aims and findings; the level of discipline and good planning in the investigation using appropriate method; critical discussion and evaluation of method as related to theory (LO1, LO2, LO3, LO4, LO7);
- **Presentation:** the level of standard of appearance and the extent to which it is well-structured and displayed; no spelling or grammatical mistakes; text well-organised and articulated; writing concise and clear; all references noted appropriately in the text or in the credits; appendices used appropriately; established bibliographic conventions accurately maintained (LO3, LO6);
- **Professional Practice:** the level of engagement, independent research, time management and organisation ability to design and conduct independent research under the guidance of tutorial supervision; evidence of time-management and organisation of research process (L01, L05, LO6).

Identify final timetabled piece of assessment (component and element)	Component A2	

% weighting between components A and B (Standard modules only)	**A:** **100%**	**B**:

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Plan (1,000 words), plus bibliography	20%
2. Research project (4,000 words or 3 – 5 minutes)	80%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Research project (4,000 words or 3 – 5 minutes)	100%

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to: 1. Design and structure an independent research project that is appropriate to your degree or field (A1, A2); 2. Use relevant academic theories to critically evaluate and analyse material relevant to your research project (A1, A2); 3. Use the conventions of academic writing including appropriate referencing with the UWE Harvard system (A1, A2); 4. Choose an academic method of research or analysis that allows the successful exploration of your subject (A1, A2); 5. Work independently and professionally under the guidance of an academic supervisor (A1, A2); 6. Present and communicate your research using written and/or audiovisual techniques effectively (A1, A2); 7. Research your topic using library/database searches; interviewing; use of archives (including online) (A1, A2).

Key Information Sets Information (KIS) Contact Hours	

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	20	130	0	150	✅

Total Assessment	The table below indicates as a percentage the total assessment of the module which constitutes a;

	Written Exam: Unseen or open book written exam **Coursework**: Written assignment or essay, report, dissertation, portfolio, project or in class test **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

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

Reading List	The following list is indicative and will up-dated for publication as a reading list on *http://readinglists.uwe.ac.uk* and in the Module Handbook and as an on-line list on Blackboard. **Core Reading** Fyfe, G. and Ross, M. (2016) *How-to Video Essays.* Online at: http://reframe.sussex.ac.uk/audiovisualessay/resources/how-to-guides/how-to-video-essays-by-greer-fyfe-and-miriam-ross/ [Accessed 1 December 2016] Essential overview of audio-visual essay from a how-to perspective Grant, C. (2015) *ReFrame: THE AUDIOVISUAL ESSAY: Practice and Theory of Videographic Film and Moving Image Studies.* Online at: http://reframe.sussex.ac.uk/audiovisualessay/about/about-the-audiovisual-essay-website/ [Accessed 1 December 2016] Really useful guide to making audio-visual essays with lots of resources Kiss, M. (2014) The audiovisual research essay as an alternative to text-based scholarship. In *[In]Transition*, 1:3. Online at: http://mediacommons.futureofthebook.org/intransition/2014/09/14/audiovisual-research-essay-alternative-text-based-scholarship [Accessed 1 December 2016] Useful comparison between written and audio-visual approaches Walliman, N. (2005) Your *Research Project; a Step by Step Guide for the First Time Researcher.* London: Sage Publications Inc. Includes useful section on ethics and helpful chapters on preparing a research proposal and how to write – feeds into Detailed Plan Semester 1 assessment **Further Reading** Álvarez lópez, C. & Martin, A. (2014) The one and the many: making sense of montage in the audiovisual essay. In *The Audiovisual Essay: Practice and Theory of Videographic Film and Moving Image Studies*, September. Online at: http://reframe.sussex.ac.uk/audiovisualessay/frankfurt-papers/cristina-alvarez-lopez-adrian-martin/ [Accessed 1 December 2016] Bauer, M. & Gaskell, G. (eds) (2000) *Qualitative Researching with Image, Text and Sound.* London: Sage Becker, L. (2002) *How to Manage Your Arts, Humanities and Social Science Degree.* Basingstoke: Palgrave Macmillan Fandor (2014) *What makes a Video Essay Great?* Online at: https://www.youtube.com/watch?v=o47Lr9GXEnI [Accessed 1 December 2016] Really useful audio-visual essay about the form of the video essay – using the form to explore itself Hansen, A. et al (1998) *Mass Communication Research Methods.* Basingstoke: Macmillan. Machin, D. (2002) *Ethnographic Research for Media Studies.* London: Hodder Arnold Moore, N. (2006) *How to Do Research, a Practical Guide to Designing and Managing Research.* London: Facet. Pavlova, Y. (2015) The strange case of film criticism and video essay. In *Festivalists.* Online at: http://festivalists.com/post/110533801961/videoessay [Accessed 1 December 2016] Wysocki, A.F. & Lynch, D.A. (2007) *Compose design advocate a rhetoric for integrating written, visual and oral communication.* London: Pearson Longman

A straightforward book about designing a research question around an issue you care about (see pp.143 – 160 particularly)

Other online resources
Audiovisaulcy
Museum of the Moving Image's site *Moving Image Source*
Indiewire's blog *Press Play*
Film Studies for Free
In Transition Journal of Videographic Film and Moving Image Studies
Kelli Marshall, Video Essays in the Cinema History Classroom

Scholars and practitioners
Catherine Grant
Erlend Lavik
John Walter
Fandor

Tony Zhou

FOR OFFICE USE ONLY

First CAP Approval Date	*1 February 2017*		
Revision CAP Approval Date		Version	*1*	*Link to RIA 12105*