

MODULE DESCRIPTOR

Code	FMP301
Title	Foundation in Film Practice
Tutor	Patrick Tucker
School	School of Media
Brief description	This practical module consists of workshops for students to explore and learn the primary creative and technical processes that underpin filmmaking. This will include competencies in pre-production, production and post-production, contemporary digital practice, working with camera, sound and editing. Students will be taught the key building blocks of visual and audio storytelling to conceive and develop cohesive narratives.
Level of study	Level 3
CAT points	15
Approved base location	Validated: delivered by a collaborative partner through an approved validated arrangement.
Prerequisites	None
Corequisites	None
Restrictions	Not Applicable
Indicative syllabus	<p>Through a series of short exercises and group projects, students will learn a range of film-making processes including:</p> <ul style="list-style-type: none"> visual storytelling storyboarding pre-production, production and post production stages working with actors digital camera and lighting sound recording editing. <p>Students will develop essential collaboration, interpersonal, and communication skills through formative team-based activities and formative group presentations, to support the development of presenting in English.</p>
Learning outcomes	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of visual and audio storytelling 2. Apply technical skills for the execution of filmmaking processes 3. Demonstrate the ability to plan, organise and produce film-based productions 4. Use interpersonal and communications skills to clarify tasks and communicate outcomes.
Learning and teaching activities	<p>Scheduled learning and teaching activities: 50 hours</p> <p>Guided independent study: 100 hours</p>

Assessment	001: 100% Coursework: individual, portfolio 2,500 words or equivalent
Special assessment requirements	Not Applicable
Indicative resources	Alton, J. (2013) <i>Painting With Light</i> . University of California Press Berger, J (1990) <i>Ways of Seeing</i> . London Penguin Holman, T (2010) <i>Sound for Film and Television</i> . 3 rd edn. Focal Press Rabiger, M (2013) <i>Directing: Film Techniques and Aesthetics</i> . 5 th edn. Focal Press Sturken, M (2009) <i>Practices of Looking: An Introduction to Visual Culture</i> . New York: Oxford University Press Murch, W (2001). <i>In the Blink of An Eye: A perspective on Film Editing</i> . 2 nd Ed. Silman-James Press Mackendrick, A (2006) <i>On Filmmaking: An Introduction to the Craft of the Director</i> . Faber and Faber
Date of approval	TBC
Revision dates	
External Examiner	TBC

MODULE DESCRIPTOR

Code	FMP302
Title	Foundation in Film Studies
Tutor	Mark Johnson
School	School of Media
Brief description	This module engages students about how film and media can be 'read' in a variety of ways. It will enable students to identify, discuss and apply a range of perspectives in understanding how media works. Historical and contemporary media will be used as case studies to provide context. The module aims to teach students how media is constructed, to inform a student's understanding of their practice.
Level of study	Level 3
CAT points	15
Approved base location	Validated: delivered by a collaborative partner through an approved validated arrangement.
Prerequisites	None
Corequisites	None
Restrictions	Not Applicable
Indicative syllabus	<p>Through lectures, screenings and seminars, the module leads students to consider film and media from a variety of viewpoints. Close textual readings will enable students to consider a wide range of relationships, in others' work, to support the development of their own views about intention, method and effect. The syllabus will focus on:</p> <ul style="list-style-type: none"> • How to read images and media • How history and traditions shape contemporary media • Internet based content • Representation in popular culture • Genres and formats – considering what they mean, and what is essential to them.
Learning outcomes	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> 1. Select and analyse resources for research 2. Demonstrate understanding of the component parts of film and media 3. Conduct close readings of film and media to inform practice 4. Use effective oral and visual presentation skills to demonstrate knowledge and understanding.
Learning and teaching activities	<p>Scheduled learning and teaching activities: 50 hours</p> <p>Guided independent study: 100 hours</p>
Assessment	<p>001: (30%) Coursework: individual, standard written 750 words</p>

	002: (70%) Coursework: individual presentation 1750 words of equivalent, 15 minutes
Special assessment requirements	Not Applicable
Indicative resources	<p>Barlow, D. and Mills, B (2008). <i>Reading Media Theory: Thinkers, Approaches, Contexts</i>. Pearson Education</p> <p>Berger, A. (2006). <i>Fifty Ways to Understand Communication: A Guided Tour of Key Ideas and Theorists in Communication, Media and Culture</i>. Rowman & Littlefield.</p> <p>Bordwell, D. and Thompson, K. (2012). <i>Film Art: An Introduction</i>, 10th edn. New York: McGraw-Hill</p> <p>Britton, P. and Barker, J. (2003), <i>Reading Between Designs: Visual Imagery and the Generation of Meaning</i>. University of Texas Press</p> <p>Fiske, J. and Hartley, J. (2003), <i>Reading Television</i>. Routledge</p> <p>Hansen A, Machin, D (2018) <i>Media and Communication Research Methods</i>. Red Globe Press</p> <p>Lindgren, S. (2017), <i>Digital Media and Society</i>. SAGE</p>
Date of approval	
Revision dates	
External Examiner	TBC

MODULE DESCRIPTOR

Code	FMP303
Title	Academic English, Writing and Research for Undergraduate Study
Tutor	Freelance Tutor, sourced with the support of the Wimbledon School of English
School	School of Media
Brief description	This module aims to develop students' awareness and use of academic English, in order to enable them to follow an undergraduate level programme, and to help students gain an understanding of the academic and cultural context of university study, so that they will be able to participate in and benefit fully from their degree course.
Level of study	Level 3
CAT points	30
Approved base location	Validated: delivered by a collaborative partner through an approved validated arrangement.
Prerequisites	None
Corequisites	None
Restrictions	Not Applicable
Indicative syllabus	The module will provide sessions that develop students' academic English skills, in research, writing and oral presentation, and will include: teaching; note taking from lectures; preparing and delivering presentations; participating in discussion and debate; reading and gathering information from a wide variety of research sources; writing relevant, well-argued and accurately presented essays in an appropriate academic style.
Learning outcomes	At the end of this module, a student should be able to: <ol style="list-style-type: none"> 1. Use a wide range of vocabulary and grammatical structure to express themselves in a variety of written and oral communications 2. Demonstrate the ability to speak clearly and meaningfully in both formal and informal situations 3. Construct an organised and focussed academic essay / report using appropriate citation and referencing 4. Employ a range of reading skills to match different reading objectives 5. Understand and respond to the key information in academic lectures 6. Demonstrate the ability to respond appropriately to oral and written communications at the minimum equivalency of IELTS 5.5/ 6.0.
Learning and teaching activities	Scheduled learning and teaching activities: 100 hours Guided independent study: 200 hours
Assessment	001: (25%) Coursework: individual standard written 1250 word essay 002: (25%) Coursework: individual, presentation 1250 words or equivalent, 10 minutes

	<p>003: (25%) Coursework: individual, standard written 1250 words</p> <p>004: (25%) Coursework: individual, presentation 1250 words or equivalent, 10 minutes</p>
Special assessment requirements	Not Applicable
Indicative resources	<p>De Chazal, E McCarter, S (2012) <i>Oxford EAP A Course in English for Academic Purposes</i>. Oxford University Press</p> <p>Els V, Geyte (2013) <i>Academic Skills Series</i>. Collins</p> <p>Hewings, M (2012) <i>Academic English Upper Int / Advanced</i>. Cambridge</p> <p>Lansford, L (2014) <i>Unlock Level 4 Speaking & Listening / Reading & Writing</i>. Cambridge</p> <p>McCarthy, M & O'Dell (2008) <i>Academic Vocabulary in Use</i>. Cambridge</p> <p>Murphy, R (2009) 5th Ed. <i>English Grammar in Use</i>. Cambridge</p> <p>Philpot, S Curnik, L (2012) <i>Headway Academic Skills Level 3</i>. Oxford</p> <p>Rogers, L (2017) <i>Reading Skills</i>. Delta Publishing</p>
Date of approval	TBC
Revision dates	
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MODULE DESCRIPTOR

Code	FMP304
Title	Foundation in Screenwriting
Tutor	Edward Windus
School	School of Media
Brief description	This module will introduce students to the practical skills and underlying processes that inform screenwriting. The programme will explore the building blocks of writing for the screen, including the components of: visual storytelling, step outline, character arcs and story beats. The aim is to develop students' skills to evaluating potential story material for moving-image based narrative.
Level of study	Level 3
CAT points	15
Approved base location	Validated: delivered by a collaborative partner through an approved validated arrangement.
Prerequisites	None
Corequisites	None
Restrictions	Not Applicable
Indicative syllabus	<p>Through writing workshops and short film screenings the module leads students to learn the principles of screenwriting. Primarily, close textual analysis will enable students to consider the screenwriting processes in others' work, and to develop their own critical views about intention, method and effect. The syllabus will focus on:</p> <ul style="list-style-type: none"> • How to read and analyse short screenplays, to consider their component parts • How to develop effective step outlines • The principles that inform professional industry standard formatting • Translating a script into a short film, to evaluate the effectiveness of the script as a screen story.
Learning outcomes	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> 1. Conduct close readings of scripts, in critical ways, which informs practice 2. Demonstrate an understanding of interpreting scripts into films 3. Evidence screenwriting skills to write a short screenplay 4. Use interpersonal and communications skills to clarify tasks and communicate outcomes.
Learning and teaching activities	<p>Scheduled learning and teaching activities: 50 hours</p> <p>Guided independent study: 100 hours</p>
Assessment	<p>001: (50%) Coursework: individual, standard written 1250 words or equivalent</p>

	002: (50%) Coursework: group presentation 2,500 words or equivalent, 20 minutes
Special assessment requirements	Not Applicable
Indicative resources	<p>Aristotle. (Reprint 2013) <i>The Poetics</i>. OUP Oxford Mamet D. (1987) <i>Writing In Restaurants</i>. Penguin</p> <p>Bordwell, D. and Thompson, K. (2012), <i>Film Art: An Introduction</i>, 10th edn. New York: McGraw-Hill</p> <p>Britton, P. and Barker, J., (2003), <i>Reading Between Designs: Visual Imagery and the Generation of Meaning</i>. University of Texas Press</p> <p>Cooper, P. (2004), <i>Writing the Short Film</i>, 3rd edn. Focal Press.</p> <p>Cowgill, L.J. (2005), <i>Writing Short Films: Structure and Content for Screenwriters</i></p> <p>Johnson, C, (2000), <i>Crafting Short Screenplays That Connect</i>. Focal Press</p> <p>Schellhardt, L (2008), <i>Screenwriting for Dummies</i> 2nd edn. Wiley Publishing Inc.</p>
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MODULE DESCRIPTOR

Code	FMP305
Title	Introduction to Final Project
Tutor	David Knight
School	School of Media
Brief description	<p>Students will be taught the key principles that define the 'Development Phase' of projects. It is a phase defined by Research & Development (R&D). This module will teach students the value and productivity gained by undertaking a period of sustained idea generation, research, and development, which supports and informs the concepts going forward into the Final Project module.</p> <p>The module requires students to define a key area of interest and related media platform. Students will come to understand how R&D is an essential phase to support the creative, technical and practical development of any design-based project.</p>
Level of study	Level 3
CAT points	15
Approved base location	Validated: delivered by a collaborative partner through an approved validated arrangement.
Prerequisites	None
Corequisites	None
Restrictions	Not Applicable
Indicative syllabus	<p>Through one-to-one tutorials, case studies, and workshops, the module will teach students the value and processes that support the project development phase. The overall aim is for students to begin to understand their own views about intention, research, method and effect.</p> <p>The syllabus will teach:</p> <ul style="list-style-type: none"> • Sources of ideas generation • Research and evaluation processes • Oral and visual presentation skills • Presentation applications • Animatics and Quick 'n' Roughs • Layout and graphic design principles, to support visual communication.
Learning outcomes	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> 1. Identify and utilise a wide-range of diverse research materials 2. Demonstrate technical skills in appropriate software applications 3. Uses interpersonal and communications skills to clarify tasks and communicate outcomes.
Learning and teaching	Scheduled learning and teaching activities: 50 hours

activities	Guided independent study: 100 hours
Assessment	<p>001: (70%) Coursework: individual, Portfolio 1750 words or equivalent</p> <p>002: (30%) Coursework: Individual, presentation 750 word or equivalent, 5 minutes</p>
Special assessment requirements	Not Applicable.
Indicative resources	<p>Barlow, D. and Mills, B (2008). <i>Reading Media Theory: Thinkers, Approaches, Contexts</i>. Pearson Education</p> <p>Berger, A. (2006). <i>Fifty Ways to Understand Communication: A Guided Tour of Key Ideas and Theorists in Communication, Media and Culture</i></p> <p>Britton, P. and Barker, J., (2003), <i>Reading Between Designs: Visual Imagery and the Generation of Meaning</i>. University of Texas Press</p> <p>Hansen Anders. Machin, D (2018) <i>Media and Communication Research Methods</i>. Red Globe Press</p> <p>Ledden, E. (2017), <i>The Presentation Book</i>. 2nd edn. Pearson Education Ltd</p> <p>Lucas, B. and Spencer, E., (2017) <i>Teaching Creative Thinking</i>. Crown House Publishing</p>
Date of approval	TBC
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MODULE DESCRIPTOR

Code	FMP306
Title	Final Project
Tutor	Britt Harrison
School	School of Media
Brief description	<p>The module facilitates students to produce a media project, based on the concept they developed through earlier work.</p> <p>The module is delivered through one-to-one and group based tutorials, ahead of a period of production and post-production.</p>
Level of study	Level 3
CAT points	30
Approved base location	Validated: delivered by a collaborative partner through an approved validated arrangement.
Prerequisites	None
Corequisites	None
Restrictions	Not Applicable
Indicative syllabus	<p>Through one-to-one tutorials, and group tutorials, the module will facilitate and support students to project manage and develop their Final Project work. The overall aim is for students to understand the relationships between intention, research, development, method, outcome and effect.</p> <p>The syllabus will cover:</p> <ul style="list-style-type: none"> • plan and take responsibility for the project management of their work • deliver short presentations, communicating the status of their projects • provide tutorial guidance to support their project development • provide production tutorial support • provide technical tutorial support • negotiate production timelines, leading to the project delivery.
Learning outcomes	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate independence in the production of a media based project 2. Assesses own capabilities against given criteria 3. Apply a range of specialist, creative and technical skills, producing informed and considered solutions 4. Demonstrate effective technical skills in software applications and workflows.
Learning and teaching activities	<p>Scheduled learning and teaching activities: 50 hours</p> <p>Guided independent study: 250 hours</p>

Assessment	001: (100%) Coursework: individual portfolio 5000 words or equivalent
Special assessment requirements	Not Applicable.
Indicative resources	<p>Bernstein, S. (2001). <i>Film Production</i>. Focal Press</p> <p>Britton, P. and Barker, J., (2003), <i>Reading Between Designs: Visual Imagery and the Generation of Meaning</i>. University of Texas Press</p> <p>Fraser, C. (1990), <i>Production Assistance's Survival Guide</i>. BBC</p> <p>Hansen Anders., Machin, D (2018) <i>Media and Communication Research Methods</i>. Red Globe Press</p> <p>Honthaner, E. (2010) <i>The Complete Film Production Handbook</i>. Focal Press</p> <p>Ledden, E., (2017), <i>The Presentation Book</i>. 2nd edn. Pearson Education Ltd</p> <p>Monaco, J. (2009). <i>How to Read Film: Movies, Media and Beyond</i>. Oxford University Press</p> <p>Stradling, L. (2010). <i>Production Management for TV and Film</i>. Bloomsbury.</p>
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