COURSE SPECIFICATION – BA (Hons) Filmmaking

1.   General information

Course Title	Filmmaking
UCAS code	W610
Course / Award Title	BA (Hons)
Awarding Institution	Leeds Arts University
Institution at which course is delivered	Leeds Arts University
Professional Accreditation (if applicable)	N/A
Relevant QAA Benchmark(s)	Art & Design 2019

Awards	Credits	Duration	Mode of study
BA (Hons) Filmmaking	360 (180 ECTS)	3 years	FT
BA Filmmaking*	300 (150 ECTS)	3 years	FT
DipHE in Filmmaking*	240 (120 ECTS)	2 years	FT
CertHE in Filmmaking*	120 (60 ECTS)	1 year	FT
*Exit award only			

2.   Course Aims

This course aims to provide you with:

- An outline and overview of the full production pipeline of filmmaking, from pre-production, production to post-production;
- The necessary steps towards culminating and consolidating skillsets, allowing for informed decisions as to areas and roles within the filmmaking industry;
- A range of artistic, technical and creative skill sets in filmmaking;
- Professional and practical skills through the delivery of practice led learning experiences in a stimulating studio environment;
- The ability to be responsive to briefs by providing appropriate learning and challenges to reflect the changing conditions, practices and values of filmmaking; be it studio based, freelance or artistic;
- An environment where you can learn through experimentation and risk taking, whilst exploring both production and conceptual aspects;
- A critical account and exploration of film history, theory and culture to appropriately contextualise and frame practice through analytical thinking, research, evaluation;
- Engagement in practice externally to develop knowledge and skills through challenges and rigours of industry-simulated briefs and challenges;

- Networking opportunities with peers and colleagues from the pertaining discipline area and wider afield;
- The ability to use practical, creative, technical and intellectual skills for independent, efficient filmmaking practice;
- The skills and knowledge to apply, consolidate and extend your learning in different contextual frameworks, situations and commercial environments;
- Transferable skills, knowledge and understanding to progress into a range of creative industry roles;

3. Distinctive Features

Distinctive features of the course:

We approach learning from the perspective of a creative immersed in practice, where knowledge is constructed through action and demonstrated through performance, where individuality is an asset, and where outcome and success rely on individual endeavours and/or collective efforts.

You will have the opportunity to develop your skillsets within the full breadth of the film production pipeline negotiating informed decisions as to specialisms and projects.

There are opportunities to collaborate with other course areas, for example; music, fashion, acting; developing knowledge that is not limited by subject discipline. As an arts university, such opportunities for collaboration across our courses provide us with a distinct opportunity to develop a wider understanding of the possibilities of creative practice that is not limited by subject, but provides routes, methods and innovation in our approach to practice and employment.

Central to the course is storytelling and narrative. Across all modules our approach is to promote risk taking, experimentation, critical evaluation and exploration to discover and develop new ways of telling stories and developing narrative.

Story is a theme that guides the course across everything it tries to achieve, story acts as the motivation for filmmakers to act, story is what connects skills, knowledge, practice and performance. What students do on the course and their actions are designed to explore and use a range of conceptual and practical methods to tell stories or project ideas.

Filmmaking is a technical-creative discipline with both the creative and technical relying upon the other in the joint effort of artistic output. Students will be emboldened to work individually and collectively in the pursuit of a balance of technical-creative ownership and skills development.

Our studio environments and extensive production tools enhance exploration of filmmaking through aesthetic visual and audio outputs.

To promote ideas and innovation, our approach to teaching and learning uses design thinking within creative technology environments. This allows for discussion and debate, group critique, prototyping, experimentation and a use of research to solve problems. Debate and conversation is central to providing opportunities and support for student-centred learning and peer feedback.

4. Course Structure

4a. Module Framework

Level 4	Credit Points	ECTS	Learning Hours
LAUFIM411 - Narrative Journeys & Filmmaking Pipelines	60	30	600
LAUFIM412 – Production & Post-Workflows	60	30	600
Level 5 - Production and Specialisation	Credit Points	ECTS	Learning Hours

LAUFIM511 – Pre-Production Frameworks	60	30	600
LAUFIM512 – Deconstructing Cinema	60	30	600
Level 6	**Credit Points**	**ECTS**	**Learning Hours**
LAUFIM611 – Industry Blueprints	60	30	600
LAUFIM612 – End Credits	60	30	600

4b. Course Map / Structure

Level 4		
Semester One	**Narrative Journeys & Filmmaking Pipelines (FIM411)**	60 Credits
Semester Two	**Production and Post-Workflows (FIM412)**	60 Credits
120 credits (60 ECTS credits)		Certificate of Higher Education (Exit Award)

Level 5		
Semester One	**Pre-Production Frameworks (FIM511)**	60 Credits
Semester Two	**Deconstructing Cinema (FIM512)**	60 Credits
120 credits (60 ECTS credits)		Diploma of Higher Education (Exit Award)

Level 6		
Semester One	**Industry Blueprints (FIM611)**	60 Credits
Semester Two	**End Credits (FIM612)**	60 Credits
120 credits (60 ECTS credits)		BA (Hons) Filmmaking (Exit Award)

*Students who fail to complete 360 credits but have accumulated no fewer than 300 credits will be awarded an Ordinary degree.

5.   Course Learning Outcomes

Learning is assessed at each level of the course. This develops from introductory work within the specialism of the course at level 4, through development of skills and ideas at level 5, progressing

to application and synthesis of skills, originality, and theory in practice at level 6 as indicated by the FHEQ qualification descriptors.

Course Learning Outcomes (CLOs) comprise the Level Learning Outcomes, which define what you are expected to be able to do on completion of each level. Level Learning Outcomes are achieved through successfully completing all modules at that level. Expectations for your learning are expressed within each module.

Level 4 (CertHE)

Level Learning Outcomes	Modules
By the end of Level 4, you will be expected to:	
4.1 Describe and identify fundamental concepts of filmmaking and related creative practice	LAUFIM411, LAUFIM412
4.2 Demonstrate a practical and technical understanding of approaches to filmmaking.	LAUFIM411, LAUFIM412
4.3 Develop ideas independently and collaboratively in response to a range of briefs and tasks.	LAUFIM411, LAUFIM412
4.4 Explore and convey relationships between the theoretical and practical aspects of filmmaking.	LAUFIM411, LAUFIM412
4.5 Implement self-management skills in managing workloads and meeting deadlines.	LAUFIM411, LAUFIM412
4.6 Reflect upon your experiences based on outcomes and critique.	LAUFIM411, LAUFIM412
4.7 Recall and express appropriate filmmaking language and terminology.	LAUFIM411, LAUFIM412

Level 5 (DipHE)

Level Learning Outcomes	Modules
By the end of Level 5, you will be expected to:	
5.1 Analyse and apply contemporary principles and processes inherent in filmmaking practice.	LAUFIM511
5.2 Participate in self-initiated learning in the context of independent and collaborative work.	LAUFIM512
5.3 Demonstrate an awareness of career paths and subsequent skills needs within the filmmaking industries whilst developing materials to promote and demonstrate skillsets and abilities.	LAUFIM512
5.4 Identify and develop the required skill sets through experimentation, iteration, reflection and feedback.	LAUFIM511
5.5 Conduct and use research and critical analysis to identify and apply appropriate solutions to problems.	LAUFIM511, LAUFIM512
5.6 Identify and use appropriate codes of conduct when dealing with employers, crew, clients and performers.	LAUFIM511, LAUFIM512
5.7 Analyse and reflect on your technical and visual approaches to filmmaking.	LAUFIM512
5.8 Respond to briefs through self-directed initiatives and manage the production of outcomes to deadlines.	LAUFIM511, LAUFIM512

Level 6 (BA Hons)

Level Learning Outcomes	Modules
By the end of Level 6, you will be expected to:	
6.1 Convey a detailed subject knowledge of the context of filmmaking (international, social, ethical, sustainable, technological, commercial, cultural) including filmmaking's application in the broader creative industries.	LAUFIM611, LAUFIM612
6.2 Evaluate the theory and practice of filmmaking and related practices using considered research methods.	LAUFIM611, LAUFIM612
6.3 Evaluate, select and utilise a range of practical processes and techniques to develop a specialist skillset focused upon your area of study and practice.	LAUFIM611, LAUFIM612
6.4 Demonstrate independence in your ability to research, analyse, synthesise and communicate information accurately from a range of sources.	LAUFIM611 LAUFIM612
6.5 Identify and critically reflect on qualities necessary for employment showing the management of personal responsibility and decision-making.	LAUFIM611 LAUFIM612
6.6 Through self-direction, establish an independent approach to project management to achieve personal and/or group outcomes.	LAUFIM611 LAUFIM612
6.7 Identify and utilise relevant techniques and processes within the production of outcomes appropriate to contemporary filmmaking practices.	LAUFIM611 LAUFIM612
6.8 Understand and apply filmmaking contexts in the resolution of a portfolio appropriate for progression into industry.	LAUFIM611 LAUFIM612

6.   Teaching, Learning and Assessment Strategies

Our overall approach to engagement is outlined in our statement on Higher Education teaching & learning at Leeds Arts University.

6a. Teaching and Learning

Throughout your course of study, the following methods of learning and teaching are used. The Module Specifications detail the particular learning and teaching strategy appropriate to the module and content.

Learning and teaching is student centred on the course, and work is contextualised through student screenings, presentations, group crits, seminars and tutorials. The course has a focus on providing students with situated learning by placing the student experience within the context of practice. In addition, this is supported by authentic learning and assessments that are either set, or seek to reproduce projects, briefs and tasks that would normally be found within industry and professional practice.

A range of sessions will be timetabled throughout the academic year and will include:

- Lectures/presentations to introduce and explore key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.
- Seminars to introduce, discuss and embed key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.
- Studio workshops to provide a structured approach to practical, conceptual and professional skills development in response to set module content, set briefs and study tasks.
- Central resource inductions / Workshops: to introduce, develop and support individual technical skills, practical knowledge and production skills.
- Peer review to introduce, develop and support peer led formative feedback, reflective practice and communication skills relating to module content, individual practice and assessment requirements
- Group critiques tutorials to provide student lead group discussions, critical reflection and formative feedback at key stages within the module and in response to module content, set

briefs and study tasks.
- Individual tutorials to provide an opportunity for individual discussion, formative feedback, workload management and action planning in response to module content, set briefs and study tasks.
- Studio/workshop development to provide timetabled opportunities for independent practical development, studio/workshop access, collaboration and individual research activities in response to set briefs and study tasks.
- Independent study to provide timetabled opportunities for independent practical development, studio/workshop access, collaboration and individual research activities in response to set briefs and study tasks.

6b. Assessment

The aim of assessment is to inform you of your individual progress as you work through the course. Feedback is an essential element of assessment and explained in more detail in 6c. Assessment also ensures that you are meeting the required academic standards for the award.

Assessment reflects the teaching and learning content and is an integral part of the learning process. Specific assessment strategies and submission requirements are explained in the briefs that you will receive at the start of each module. Assessment is designed to reflect creative and academic practice and is aligned with the appropriate level of study. As far as possible assessment will be authentic in simulating professional practices.

Your creative output, therefore, is the application of your learning, and will demonstrate the extent to which you have learned, developed, assimilated and mediated your knowledge, understanding and skills into appropriate forms for submission requirements. You will evidence module expectations, as expressed as 'what you are expected to learn' in module specifications.

The assessment of the modules is holistic; all material presented for assessment in each module is taken as a whole and a single mark is arrived at. Most assessment is by portfolio submission, the exact nature and content of which is determined by the subject matter, content and learning expectations for each module and is specified in your module briefs.

Your work will be assessed holistically according to the undergraduate Assessment Criteria and Marking Scheme. These criteria are used to evaluate your learning against the learning expectations specified for each module. Levels are clearly differentiated by learning outcomes, module expectations, teaching and learning approaches and assessment design. The fields are:

6c. Feedback

Tutors will provide feedback, both in support of your ongoing development, as well as in direct response to your work formally within assessment contexts.

Provision of ongoing feedback - defined as information communicated to students with the intention of improving learning - is a significant and distinctive strength of the course. It is demonstrated through frequent and ongoing discussions between staff and students.

Formative
You will receive formative feedback on your progress throughout the module in a number of ways. You will partake in ongoing evaluation within the teaching and learning on the course, developing skills in reflection and dialogue and receive ongoing formative feedback from the teaching staff and peers. All the modules on this course contain formal formative feedback sessions where you will receive feedback on your progress to meet this developmental aim. Examples of formative feedback include (without being limited to):

- Peer Reviews
- Group Tutorials
- Individual Progress Tutorials

Summative

At the end of the module you will receive summative feedback represented by a grade with tutor comments on your work. This feedback will help you to understand how you performed on the module, clarify your strengths and identify areas for further consideration.