



# BA (Hons) Film Production

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Course Details

### **1. Named Awards**

BA (Hons) Film Production

### **2. Course Code (and UCAS Code if applicable)**

BA (Hons) Film Production – C2653S (PP31)

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

The course is accredited by Creative Skillset

### **6. QAA Benchmark Groups**

Communication, Media, Film and Cultural Studies 2008

### **7. Document Control Information**

Version 8, September 2018

### **8. Effective Session**

2018/2019

### **9. Author**

Ben Thompson

### **10. Faculty**

Creative and Cultural Industries

### **11. Department**

School of Film, Media and Communication

## Curriculum

### **12. Educational Aims**

- To prepare students for employment in the communication, media and related industries and for postgraduate study.
- To provide a challenging and stimulating study environment to enable students to fulfil their potential as reflective practitioners.
- To facilitate the acquisition of knowledge and understanding of the media industries and its contexts and critical engagement with its subject areas.

- To enable students to articulate and synthesise their media knowledge and understanding in the context of creative practice, employment, further study, research and self-fulfilment.
- To communicate ideas through a developed visual language.
- To acquire practical and technical skills of media technologies.
- To develop the necessary transferable skills required for continuing personal development and professional practice in different contexts.
- To develop relationships with audiences, clients, markets, users, consumers and industries.

### 13. Reference Points

The programme and its outcomes have been developed taking into account:

- University of Portsmouth Curriculum Framework Document
- The research and scholarship and subject expertise of academic members of staff
- Subject Benchmark Statement Communications, Media, Film and Cultural Studies 2016 (CMF&CS)
- National Qualification Framework
- The UK Quality Code for Higher Education.

### 14. General Learning Outcomes

#### Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

#### Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

### Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

## **15. Learning Outcomes**

Students will be able to demonstrate an ability to:

- Prepare for employment in the communication, media and related industries and for postgraduate study and self-fulfilment.
- Develop potential as reflective practitioners by benefiting from a challenging and stimulating study environment as reflective practitioners.
- Apply knowledge and understanding of the communication, media and related industries and its contexts.
- Generate creative practice projects through research situated in a media critical framework.

- Communicate ideas through a developed visual language.
- Apply practical and technical skills of media technologies.
- Apply the necessary transferable skills for continuing personal development and professional practice in different contexts.
- Develop relationships with audiences, clients, markets, users, consumers and industries.

#### **A. Knowledge and Understanding of:**

- A.1 Particular non-fiction and fiction media forms and the way in which they organise understanding and meaning (3.1.5 CMF&CS).
- A.2 The interconnectedness of films/programmes/other cultural texts and their contexts, and the shifting configurations of cultural and aesthetic practices and systems (3.2.4 CMF&CS).
- A.3 The key production processes and professional practices relevant to non-fiction and fiction media productions and the ways of conceptualising creativity (3.3.4 CMF&CS).
- A.4 The ethical responsibilities of the media producer, particularly the fiction and non-fiction provider in relation to “truth”, informed consent etc. and the ethical frameworks of consumption (3.3.6 CMF&CS).
- A.5 Creative processes through engagement in non-fiction (and fiction) production practices (CMF&CS 3.4.3).
- A.6 The way in which people engage with cultural productions and make meanings from them.

#### **B. Cognitive (Intellectual or Thinking) Skills, able to:**

- B.1 Articulate major debates within non-fiction and fiction media production and put them into use (4.1.1 CMF&CS).
- B.2 Consider and evaluate their own work and that of their peers in a reflective manner, with reference to academic and/or professional issues, debates and conventions (4.1.6 CMF&CS).
- B.3 Draw upon a range of sources (academic and non-academic) and the conceptual frameworks appropriate to research in their chosen area of media/culture (4.2.3 CMF&CS).

#### **C. Practical (Professional or Subject) Skills, able to:**

- C.1 Create work showing competence in operational aspects of media production: technologies, techniques, systems and professional practices (4.3.3b CMF&CS).
- C.2 Create work which demonstrates an understanding of non-fiction (and fiction) media forms and structures, audiences and specific communication registers (CMF&CS 4.3.5).
- C.3 Initiate, develop and realise creative work within audio-visual media and/or writing (CMF&CS 4.4.1).
- C.4 Employ and experiment with forms, conventions and techniques appropriate to the project’s resolution (CMF&CS 4.4.2).

#### **D. Transferable (Graduate and Employability) Skills, able to:**

- D.1 Gather, organise and deploy ideas in order to formulate concepts and arguments cogently (CMF&CS 5.2).
- D.2 Organise and manage supervised and self-directed projects (CMF&CS 5.4).
- D.3 Communicate in interpersonal settings (with peers, tutors, potential clients or employers) in media production and in writing (CMF&CS 5.5).
- D.4 Work productively in a team, showing at different time abilities to listen, contribute and lead effectively (CMF&CS 5.6).
- D.5 Deliver work in a professional manner to given length, format and deadline properly referencing sources and ideas (CMF&CS 5.7).

D.6 Apply a range of digital/IT skills (word processing, internet, digital sound production/post-production, image production/post production) and develop as appropriate specific proficiencies in those technologies (CMF&CS 5.9).

## 16. Learning and Teaching Strategies and Methods

Basic information about the subject area is conveyed through a combination of lectures, seminars, workshops, masterclasses, screenings, crits and tutorials.

Teaching and learning methods over three levels enable the students to acquire the cognitive skills of a self-reflexive independent learner through briefings, workshops, presentations, and group critiques. Lectures, seminars and tutorials support learning. The development of research skills is an integral part of project-based units and is further developed through research methods units.

Teaching and Learning methods demonstrate the skills and knowledge that relate to the professional needs of the media industries. These are delivered through practical projects, lectures and seminars which enable the student to understand the relationship between technologies and the development of ideas. Through simulated work experience the understanding of work-based concepts are explored. Through 'critiques' and presentations students develop an understanding of audience and market.

Although embedded in part, in all units, some units have been specifically designed to allow for the evaluation of key skills, through which students articulate a critical awareness and information retrieval skills in visual, written and oral forms. At Level 4 students receive specific instruction in learning strategies.

## 17. Assessment Strategy

Level 4 and 5 work is assessed through practical projects and coursework, production files (research and development), project reports and presentations. Level 6 work is assessed through one practical major independent project and supporting unit that is assessed by production files, project reports and oral presentations.

The assessment strategy is part of the School's Teaching, Learning, Assessment and Support Strategy and is coherent through all the units selected by the particular student. Assessment is determined to be appropriate to the individual unit in regard to its subject area and level. A wide range of different assessment methods are embedded within the course units.

### Level 4

At Level 4, many units are assessed with a coursework component which requires the production of an artefact with an associated report. Assessment is mostly related to the acquisition of skills, but formal essay/report writing and video essay skills are also developed within the course. The wide range of assessment types should build their confidence in dealing with different assessment strategies. All Level 4 students will engage in group activities that are assessed and will receive guidance on team role and team dynamics.

The assessment approaches for the major 20 credit core practical units include the mandatory production of a self-evaluation project report. The practice of self-evaluation reports enables the development of knowledge, subject and general skills. The formative assessment of the group video projects allows students to develop their ideas (Subject Knowledge and Understanding), intellectual engagement, professional skills (Subject skills) and oral communication (General) skills in a supportive team environment of staff and fellow students. Units provide a range of assessment opportunities and allow students to develop and demonstrate skills in communication (General skills).

### Level 5

At Level 5, elective units provide a range of assessment opportunities and allow students to develop and demonstrate skills in communication (General Skills) and are designed to encourage the individual to define their own pathways and skillsets. Assessment is mostly related to the underlying understanding of concepts and a development of the project management extending the skills

introduced at Level 4. Media Production skills are developed to dovetail with Industry entry level INSET (Subject Skills) courses.

Level 5 core units continue the practice of self-evaluation reports (Knowledge, Subject and General Skills). Industry management systems are particularly focused on (Media Production Subject Skills: spec proformas / practices, such as clearance forms, budgets, informed consent forms) in preparation for Level 6 graduate professional practice. The formative assessment of the group video projects allows students to develop their ideas (knowledge and Understanding), intellectual engagement, professional (Subject Skills) and oral communication (General) skills in a supportive team environment of staff and fellow students. Team work is central to the programme, as this is the foundation of Industry practice (General Skills). Media Production skills are developed to dovetail with Industry entry level INSET (Subject Skills) courses. Elective units provide a range of assessment opportunities and allow students to develop and demonstrate skills in communication (General Skills).

### **Level 6**

At Level 6, a significant part of the assessment is related to project work and employability. The associated reports are significant pieces of work and assessment is biased towards the production of professional quality artefacts, often with 'real' clients, with an associated focus on analysis, critical reflection, research methodology, report writing and project management. The Dissertation assessment is biased towards individually led research and advanced analytical skills

Level 6 core units continue the practice of self-evaluation reports (Knowledge, Subject [Cognitive and Media Production] Skills and General [Written Communication] Skills). These include Industry standard documents such as treatments, budgets, clearances, copyright etc. Professional level Media Production (Subject) and Communication (General) Skills are reinforced. The formative "dialogues" between students and the staff team allow students to develop their ideas (Knowledge and Understanding), intellectual engagement, professional skills (Subject Skills) and oral communication skills in a supportive team environment of staff and fellow students (General Skills).

## **18. Course Structure, Progression and Award Requirements**

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

This is a 3 or 4 year programme depending on whether a student elects a sandwich placement. The University strongly encourages the 4 year option since students gain invaluable experience from an industrial placement. The placement year usually takes place at the end of the second year and a placement student should expect to be in employment for a full calendar year.

The course normally consists of multiples of 20 credit point units, where 20 credits represent 200 hours of study. The course consists of a total 360 credits for the award and includes a 40 credit final project.

The course includes opportunities for students to study foreign languages to increase their scope of employability.

As an alternative to the sandwich placement students can undertake a Study Abroad year under the Erasmus Scheme or with other exchange programme partner institutions.

Standard University rules apply – the regulations must be consulted for a full description of exit awards.

## **19. Employability Statement**

There is a strong core of employability development within the course developing from the Section-specific unit at Level 4 developing an ePortfolio and continuing through the levels with embedded employability skills in many other units requiring groups to complete short profile films for local creative businesses/individuals.

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)



The personal tutoring system, with associated Professional Development Planning, support career-related development is integrated into careers-related units.

These units provide the skills for:

- CV and personal Portfolio development
- Awareness of Industry requirements and opportunities
- Job application skills
- Understanding of Industry context

Students are offered the opportunity of a sandwich placement year between Level 5 and 6. On completion of the year-long work placement the student returns to full time study to complete Level 6.

Students may also opt for School Student Initiated Projects at Level 5 and 6 which are client centred projects and/or entrepreneurship units requiring direct external Client/ student collaboration on agreed artefact(s). L6 students must also complete a core unit which requires 20 hours of self-initiated Industry Experience.

Employability units are included in the programme. Professional training to dovetail with industry at entry level INSET training is included. Dummy run professional projects with Industry specs: budgets, commissioning process, scripts, script writing, professional practice, industry master classes.

## **Course Management**

### **20. Support for Student Learning**

- The Course is managed by a Course Leader with a Course Management Team comprising: L4 coordinator; L5 coordinator; L6 coordinator; Contextual Studies coordinator and an Employability and Life Learning coordinator.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- A dedicated Study Support Centre run within the School for additional support with assessments and academic development.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- CCI Creative Skills Centre and CCI Academic Skills Centre.
- CCI Creative Careers Centre.
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Key Skills opportunities are incorporated into all units.
- Written feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- For students that elect for a placement year there is a placement supervisor and placement handbook.
- All placement locations are carefully vetted in terms of health and safety as well as their potential to support the programme learning outcomes. This is in line with the University of Portsmouth's Code of Practice for Work Based and Placement Learning.

## 21. Admissions Criteria

### A. Academic Admissions Criteria

- 120 points to include a minimum of 2 A levels or equivalent. A relevant qualification or experience in film/video is required.
- A range of qualifications as specified on the course page on the University of Portsmouth website.
- Prior (formal and/or experiential) learning may be assessed and accredited.

### B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

## 22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

### B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

### C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

## D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

## 23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>2</sup>](#)).

## 24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

## 25. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

The BA (Hons) Film Production became Creative Skillset Accredited in May 2014.

### B. Periodic Programme Review (or equivalent)

The BA (Hons) Film Production (previously BSc (Hons) Television and Film Production) course participated in a successful Periodic Programme Review on 21<sup>st</sup> March 2016.

### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015<sup>3</sup>](#)*).

### D. Others

None.

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<sup>2</sup> [http://policies.docstore.port.ac.uk/policy-107.pdf?\\_ga=2.35873504.1363879306.1532935696-1470967879.1491987462](http://policies.docstore.port.ac.uk/policy-107.pdf?_ga=2.35873504.1363879306.1532935696-1470967879.1491987462)

<sup>3</sup> [http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581\\_4](http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4)

## 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](http://www.port.ac.uk/)<sup>4</sup> and [Faculty of Creative and Cultural Industries](http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?_ga=2.258035018.1363879306.1532935696-1470967879.1491987462)<sup>5</sup> websites

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<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> [http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?\\_ga=2.258035018.1363879306.1532935696-1470967879.1491987462](http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?_ga=2.258035018.1363879306.1532935696-1470967879.1491987462)