

Programme specification

1. Overview/ factual information

Programme/award title(s)	Film & Screen Media BA (Hons) Top Up
Teaching Institution	University Centre Leeds
Awarding Institution	The Open University (OU)
Date of first OU validation	May 2018
Date of latest OU (re)validation	2023
Next revalidation	2028
Credit points for the award	120
UCAS Code	F245
HECoS Code	100058 – Film Studies - (50%) 100444 – Media and Communication Studies - (50%)
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	Sept 2023
Underpinning QAA subject benchmark(s)	Communication, Media, Film & Cultural Studies 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	National Occupational Standards: Media, Journalism, Medias, Media and Publishing
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT and PT
Duration of the programme for each mode of study	1 year FT and 2 years PT
Dual accreditation (if applicable)	N/A

Date of production/revision of this specification	N/A
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Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

- Provide a comprehensive and challenging academic programme in Film & Screen Media, including core and specialist modules, which allow students to develop media specialisms, and progress into various creative industry contexts.
- Build on the relationship between screen and audience participation in presenting innovative moving image products.
- Offer a robust BA (Hons) programme that is relevant to current practice in the media industries, that will allow students to be autonomous
- Supply students with relevant skills within filmmaking in a contemporary and competitive industry
- Create work-based opportunities for students to develop key professional skills responding to industry need
- Produce graduates who can critically reflect and learn from their practical and workplace experience in a creative context to develop specialist creative identities
- Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable within the creative industries
- Produce graduates with entrepreneurial ability relevant to the media industry
- Produce graduates who have an analytical and reflective understanding of media in the context of the workplace today and in relation to the wider social and cultural environment
- Develop critical thinking skills in graduates who can respond to industry developments
- Produce graduates skilled to work in an increasingly networked industry

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

FD – Film and Screen Media

Level 4

L4 – Commercial Creative Screen

L4 – Digital Narrative

L4 – Documentary: Representing the Real

L4 – Short Form Fiction

L4 – Reading the Screen

L4 – Production Crewing

Level 5

L5 – Experimental Techniques

L5 – Experimental Film

L5 – Working in Visual Media

L5 – Production Project

L5 – Film Studies

The FD in Film and Screen Media course is an internal progression route onto the BA(Hons). The modules are designed to scaffold the students learning in the areas of client-based work, experimental film and fiction/non-fiction production. There is also academic underpinning through the practice-based modules and dedicated academic development from level 4 to 6.

After successful completion of their BA (Hons) students could apply for the MA in Creative Practice.

Exploratory Practice

Contemporary Cultural Studies

Industry Practice

Major Project

Collaborative Practice

The programme expands on the ethos of collaboration and industry focussed practice through its modules and enables students to refine and focus their practice through the Major Project. They can further contextualise their work in the module Contemporary Cultural Studies.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BA (Hons) - 120 Credits

BA – 60 Credits from any combination of modules excluding the Research Project.

Example;

Major Project (40) + Live Client Brief (20) *or* Professional Portfolio (20)

3. Programme structure and learning outcomes

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Project	40	No		No	1 & 2
Major Project	40	No		No	1 & 2
Live Client Brief	20	No		Yes	1
Professional Portfolio	20	No		Yes	2

Full - time structure:

Students will be taught over 10 hours per week which includes one hour tutorial. Students are taught face to face for 45 hours for a 20-credit module.

Semester 1	Research Project 40 Credits	Major Project 40 Credits	Live Client Brief 20 Credits
Semester 2			Professional Portfolio 20 Credits

Part- time structure:

Students will have 3-6 hours per week delivery which will vary each semester. Each 20 Credit module will have 45 hours teaching, therefore in semester 1 students will be taught 3 hours per week, 6 hours per week in semester 2, 5 hours per week in semester 3, and 4 hours per week in semester 4. Part time students will attend sessions with full-time students.

Year 1

Semester 1	Research Project	Live Client Brief
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	40 Credits	20 Credits
Semester 2		

Year 2

Semester 1	Major Project	
Semester 2	40 Credits	Professional Portfolio 20 Credits

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Critically respond to a negotiated, self-managed media project</p> <p>A2. Apply critical judgement to legal and or ethical practice relevant to contemporary media methodologies</p> <p>A3. Critically examine issues pertaining to contemporary theory or practice in the media industries</p>	<p>Learning and teaching strategy:</p> <p>Through the areas below the programme offers a wide range of teaching strategies to support students. Due to the nature of the programme and the range of assessments carried out the programme aims to give students a varying framework of teaching to anchor their practice and research-based assignments.</p> <ul style="list-style-type: none"> € Technical demonstrations € Test shoots and feedback € Peer Feedback € Supervision sessions € Case study analysis € Discussion seminars € Individual presentations € Research discussions € Lectures € Technical support € Academic writing support € Collaborative industry briefs

	<p>Assessment methods:</p> <p>There are a range of assessment methods that align with module learning outcomes. The summative assessments have been selected so that there is no bias of one assessment method to allow students with a range of personal skills to succeed. Through all modules formative assessment points are placed to support students through their module journey.</p> <ul style="list-style-type: none"> € Academic Presentation € Essay € Portfolio presentation € Reflection
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Critically respond to ideas relevant to film and screen media</p> <p>B2. Critically evaluate a response to film and screen theory or practice</p> <p>B3. Organise an original approach to film and screen research or practice</p>	<p>Learning and teaching strategy:</p> <p>Through the areas below the programme offers a wide range of teaching strategies to support students. Due to the nature of the programme and the range of assessments carried out the programme aims to give students a varying framework of teaching to anchor their practice and research-based assignments.</p> <ul style="list-style-type: none"> € Peer Feedback € Supervision sessions € Case study analysis € Discussion seminars € Individual presentations € Research discussions € Lectures € Academic writing support

	<ul style="list-style-type: none"> € Group work € Collaborative industry briefs <p>Assessment methods:</p> <p>There are a range of assessment methods that align with module learning outcomes. The summative assessments have been selected so that there is no bias of one assessment method to allow students with a range of personal skills to succeed. Through all modules formative assessment points are placed to support students through their module journey.</p> <ul style="list-style-type: none"> € Academic Presentation € Essay € Production planning € Portfolio presentation € Moving Image Productions € Reflection
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Act autonomously with limited supervision or direction</p> <p>C2. Produce work demonstrating a professional outcome</p> <p>C3. Operate in a professional context using appropriate film and media methodologies</p> <p>C4: Evidence an audio-visual product with considered aesthetic choices.</p>	<p>Learning and teaching strategy:</p> <p>Through the areas below the programme offers a wide range of teaching strategies to support students. Due to the nature of the programme and the range of assessments carried out the programme aims to give students a varying framework of teaching to anchor their practice and research-based assignments.</p> <ul style="list-style-type: none"> € Practical workshops € Technical demonstrations € Test shoots and feedback € Peer Feedback € Supervision sessions € Case study analysis € Discussion seminars

	<ul style="list-style-type: none"> € Lectures € Technical support € Group work € Individual projects € Collaborative industry briefs <p>Assessment methods:</p> <p>There are a range of assessment methods that align with module learning outcomes. The summative assessments have been selected so that there is no bias of one assessment method to allow students with a range of personal skills to succeed. Through all modules formative assessment points are placed to support students through their module journey.</p> <ul style="list-style-type: none"> € Production planning € Portfolio presentation € Moving Image Productions € Reflection
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3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Evidence professional working practices in producing a project</p> <p>D2. Communicate through academic or professional discussion to present arguments.</p> <p>D3. Produce a considered contribution to group project work.</p>	<p>Learning and teaching strategy:</p> <p>Through the areas below the programme offers a wide range of teaching strategies to support students. Due to the nature of the programme and the range of assessments carried out the programme aims to give students a varying framework of teaching to anchor their practice and research-based assignments.</p> <ul style="list-style-type: none"> € Practical workshops € Technical demonstrations € Test shoots and feedback € Peer Feedback € Supervision sessions € Case study analysis



- € Discussion seminars
- € Individual presentations
- € Research discussions
- € Lectures
- € Technical support
- € Academic writing support
- € Group work
- € Individual projects
- € Collaborative industry briefs

Assessment methods:

There are a range of assessment methods that align with module learning outcomes. The summative assessments have been selected so that there is no bias of one assessment method to allow students with a range of personal skills to succeed. Through all modules formative assessment points are placed to support students through their module journey.

- € Academic Presentation
- € Essay
- € Production planning
- € Portfolio presentation
- € Moving Image Productions
- € Reflection

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Film and Screen Media is a practice-based programme that places the students' filmmaking practice at the forefront of their studies. The course is driven by three strands of contemporary film and media industry practice. Filmmaking, experimental film and client-based work. The course is driven by the reality of being an independent filmmaker and freelancer in the real world and is therefore driven by real industry opportunities. The programme has strong links with Screen Yorkshire's Connected Campus and Film Buddy who offer students a variety of work placement and future employment opportunities. These strong links also allow for a visiting lecturer programme to enhance and enrich the student experience.

The programme provides students with the opportunity to progress their visual storytelling through a series of modules designed to focus their filmmaking practice and provide them with professional skills, technical ability and confidence to place themselves within the dynamic and growing creative economy. Leeds has a thriving and growing film and media landscape, and the course places students at the centre of it. With a growing portfolio of external agencies film and screen media provides real life projects and opportunities for students. One of our distinctive features is that unlike other courses that teach within a solely academic environment, students will be given opportunities to work with the local community and creative agencies. Links have been made with several media companies keen to be involved with placements and workplace opportunities. Not only are there strong external links but the programme challenges traditional understanding of screen and looks at new and emerging technologies such as 360° filmmaking and immersive cinema. Alongside

more traditional filmmaking this gives the programme a wider scope to explore how visual storytelling can communicate with audiences.

Course community is at the centre of the student experience on Film and Screen Media. The timetable is designed so that all levels can intermingle during allocated breaks and lunchtimes where possible. This helps students to make friends across all levels and start collaborative conversations regarding projects outside of session time. This has resulted in students working on the recording of theatre shows and music videos for local bands. Building these relationships has also helped when the programme receives requests for creating moving products for outside stakeholders. One project was for Phoenix Dance Company based in Leeds where levels 4, 5 and 6 were involved in created a series of dance video productions. The sense of togetherness and working across levels on non-curriculum-based projects solidify the team energy and spirit of the programme, bringing it to life with student energy and passion for their subject. This is also built with the student staff relationship. All students matter to the course team and staff involved with the programme. A key area for the programme's distinctive features is this approach to the higher education experience for the students. There is a sense of genuine enjoyment from the course team when discussing student projects and where they want to take their project work. This has been a recurring theme in the External Examiner report for the programme. The variety and range of different approaches students take to their work is fresh and exciting for their developing filmmaking. Students always have staff available for a conversation about their work or other concerns that might be external to their studies. Staff are very aware of the support mechanisms in place for students and quickly respond with appropriate people to contact. This sense of community and togetherness can also be seen in course trips to the cinema when popular films are released, and when students want to experience them together. There is also an annual FSM Xmas Quiz where all levels come together for a fuddle and drinks and be together before the festive period. At the end of the year, we also have a celebration event that showcases all the work students have completed over the year. This very inclusive event is designed to staff, students, friends, loved ones and industry to join in the celebration of the creativity and hard work of the students on the programme. For the past two years level 6 students have taken a lead in organising the event and incorporating the help of level 4 and 5. Being part of Film and Screen Media is not just about working hard for a good classification. There is a strong element of togetherness and students feel they belong in an environment where they are listened to and feel they are worthy.

There is also a strong emphasis to investigate the relationship between audience and screen and many of the modules have been specifically designed to reflect contemporary media and film practices that have included input from industry

professionals. This will focus their individual experience and direct learning towards career aspirations. Specialist skills will be explored in facilities at Quarry Hill Campus, which are supported by lecturers and technicians who are practicing film and media practitioners. The teaching environment is designed to mirror contemporary independent filmmaking offices and have a relaxed but professional atmosphere. These spaces can be used for a variety of reasons including workshopping, meetings, script readthroughs. This environment imparts valuable and relevant skills in self-sufficiency and autonomy which will prepare students for a range of creative avenues following graduation.

- Students have access to an outstanding range of facilities including:
 - Access to 4K resolution Blackmagic film cameras
 - Bookable Canon C100 – cine range of camera
 - Canon XA11 documentary camera
 - Green screen studio for effects and compositing
 - Professional grip equipment including camera sliders, jibs, shoulder mounts and gimbals
 - Insta 360 cinematic VR cameras
 - Study areas containing 4K iMacs
 - Teaching rooms containing 4K iMacs
 - Latest version of Adobe Creative Cloud and full range of software including, Premiere Pro, After Effects, Photoshop, Illustrator, DaVinci Resolve

The film and screen media teaching team and technical staff are practising sound, video, and graphics practitioners in commercial and contemporary settings which supports student progress and access to the industry. Course tutors also have strong research interest in contemporary film studies analysis.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the workplace)

At the University Centre there is a team of HE Counselling and Mental Health Officers who provide short term mental health support for students either through one-to-one sessions or help and guidance to managing work related stress and anxiety. There is also a Learning Support Officer who can assist students in their applications for DSA and provide one to one support with specific learning needs. A subject specific Academic Librarian also works within the HE library where there is an extensive range of learning resources. Students are supported by the

Academic Librarian who can support students one to one with specific study skills requirements and who also provides bespoke study skills sessions for student groups.

An hour tutorial slot is timetabled weekly for each group; in this slot they can access pastoral and personal development support with a personal tutor to assist their transition to Level 6, this includes one to one tutorials and group tutorials on broader support topics such as time management, stress management, mental health and wellbeing. All students have a personal tutor throughout their studies, this tutor supports the student pastorally, reviews their personal development plans throughout the programme and provides academic support as required.

A supervisor system will be adopted to support and monitor the academic and practice-based aspects of the programme to support individual specialist research and practice as the student progresses. Students will be supported through regular informal group and peer critiques, offering a space for students to show rushes, edits and research developments. Draft submissions are also in place on all modules. These provide students with formative feedback, which aids in keeping them on track for task and module completion.

The location of the Quarry Hill campus in the Cultural Quarter of Leeds provides opportunities for students to engage with the surrounding creative businesses. The department has fostered excellent links with Leeds creative institutions to support professional practice and to embed students into the art community. Visiting lecturers support the breadth of opportunity and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector.

The Creative Arts Network Google Classroom supports students in finding collaboration opportunities within the department and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other.

A robust communications system functions to give students access to lecturers and management; this includes email, google chat and classrooms and all students previously studying at Foundation Degree level will have received a device to support them in using these platforms at home and in the University Centre to aid their studies, similarly, new students not progressing from the institution, on the level 6 programme will also receive a device. All necessary information about the programme is provided by means of the course handbook, module handbooks and the VLE which they can access easily using their device. Additional to this, technical services provide a check out service, so students have

access to a range of high-quality equipment such as MacBooks, laptops, iPads and pens, course specific equipment and bookable rooms and studios. Equipment can be loaned and used out of opening hours to aid students to further their technical skills and become more autonomous when working on projects.

The facilities at Quarry Hill campus are open from 9am-9pm and students are encouraged to use them out of programme hours to utilise available resources and continue project work. The department technicians are available to support students in the studios with technical skills for individual and group projects and artworks.

Over the summer period students have access to equipment and are encouraged to pursue personal productions. In the past we have had some short promo pieces being produced and music videos who have friends in bands. When staff are available, we give feedback and support projects. There is a very good relationship with the technical services department and a dedicated lens-based technician is available to students through the summer period to book out equipment and discuss requirements of the project undertaken. Also, Level 5 students progressing onto the BA (hons) year are set an initial Research Project task to start to explore their research interests for their dissertation. In the past this has worked well and keeps motivation high. Students who are a little more anxious about the step up to Level 6 are given short writing exercises to help improve confidence in preparation for the level 6 modules. For external students joining the programme in the final year a mentor is assigned before the semester starts. During the summer the new student has access to the course team to discuss the requirements of the programme, a tour of the facilities and an initial meeting with their mentor. This has worked well in helping new students transfer successfully.

During the induction period there is a range of introductions and sessions helped for all students. This robust part of the induction process introduces students to members of the support team through student support presentations with access links being shared in a clear and concise manner. Students who have identified specific learning needs on their enrolment forms are linked in with the HE Learning Support Officer to start the process of diagnostics and reasonable adjustments if required. The course team are also made aware of these needs and can support students through the process. There is also a full induction of the library services and iLearn with the HE librarian. The course team also assist students with logging on the computer systems to ensure they can access the Google Drive, Blackboard, iMacs and Adobe Creative Cloud. A register is kept ensuring all students have completed these tasks. There is a strong relationship with ITSS and issues in the

past have been resolved quickly which do not affect student access and hinder them in initial participation activities.

6. Criteria for admission

A typical offer is likely to be pass at Foundation Degree or a relevant HND. A Merit is preferable.

External applicants who wish to transfer from a BA in another institution will need to have gained 240 credits from their previous programme.

Applicants will be invited to an applicant day where they can meet their peers and course tutors. It is also an opportunity for applicants to present a portfolio of work and supporting academic text. There will be an opportunity to discuss the programme with a tutor on a one-to-one basis.

International qualifications will be assessed against these criteria. Speakers of other languages need to have an IELTS score of at least 6.0 or a recognised level 2 English qualification.

All students must be able to demonstrate either by qualifications or testing that they have the required literacy skills to complete the course.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA). (Summary of the approved assessment plan and how the academic award fits within this and the EPA)
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
<p>In addition to the Annual Programme Monitoring process the following mechanisms are in operation:</p> <p>Peer Review</p> <ul style="list-style-type: none"> • Annual Planning • Peer Observation • Student module reviews • Tutor module reviews • Enrolment and induction reviews • Course Committee meetings • Pathway Committee meeting • Student Pathway meetings •

10. Changes made to the programme since last (re)validation
Adjustments to learning outcomes and mapping to modules

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

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Level	Study module/unit													
		A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3
6	Major Project	✓	✓				✓	✓	✓	✓	✓			✓
	Research Project		✓	✓		✓	✓	✓		✓			✓	
	Live Client Brief	✓			✓	✓					✓	✓		✓
	Professional Portfolio			✓	✓				✓			✓	✓	

Annexe 1.2: Map of Teaching and Learning Methods

Level 6

	Lectures	Seminars	Peer Review	Tutorials	Practical	Demonstrations	Case studies	Group activities	Guest speakers
Major Project	✓		✓	✓	✓	✓		✓	✓
Research Project	✓	✓		✓			✓		
Live Client Brief	✓		✓	✓	✓	✓	✓	✓	✓
Professional Portfolio	✓	✓	✓	✓			✓	✓	✓

Annexe 1.3: Map of Assessment Methods Level 6

	Production Documents	Moving Image Project	Presentation	Essay	Portfolio	Display
Research Project (40 Credit)			T1 (40%) Wk.14 (4000 words) (15 minutes)	T2 (60%) Wk.27 (6000 words)		
Major Project (40 Credit)	T1 (40%) Wk.15 (4000 words)	T2 (60%) Wk.29 (6000 words) (equivalent)				
Live Client Brief (20 Credit)	T1 (40%) Wk.09 (2000 words)	T2 (60%) Wk.13 (3000 words) (equivalent)				
Professional Portfolio (20 Credit)					T1 (40%) Wk.23 (2000 words) (equivalent)	T2 (60%) Wk.30 (3000 words) (equivalent)

Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.