<table>
<tr><td rowspan="2">PROGRAMME SPECIFICATION
(Undergraduate)</td><td>Newcastle University</td></tr>
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1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	Film Practices
5	**UCAS/Programme Code**	P313
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Communication, Media, Film and Cultural Studies
8	**FHEQ Level**	6
9	**Last updated**	July 2021

10	**Programme Aims**

The BA Film Practices programme supports the strategic push by the University for growth in Media, Culture and Heritage courses, especially in Filmmaking, across all levels of provision. The BA Film Practices commenced in September 2016 and extends and improves the offer of Film at UG level by building on the BA Film & Media that was successfully introduced in September 2015 by including: a wider range of film practices, including observational documentary, archive-based film, and experimental non-fiction; a deeper and more sustained engagement with film theory: and a dedicated employability module. A Master's Degree in filmmaking is under development and Film Practice is being developed as a research area. Culture Lab has been redeveloped and refurbished as a state-of-the-art teaching and research hub for creative arts/film/journalism practice and will eventually be the geographical base for film and associated creative media/arts practices within the University.

While rooted in documentary (the foundation of all realist filmmaking), BA Film Practices enables students to push the boundaries of non-fiction practice and problematise notions of truth and fiction that could take them into exploring the experimental film forms to express their ideas. Furthermore, the single Honours structure will also allow the inclusion of a dedicated employability strand focusing on the film industries. In short, the BA Film Practices programme will be the flagship programme to lead the development of film at the University.

BA Film Practices will provide students with an academically rigorous and innovative education in filmmaking where they creatively use digital technologies to develop their film practice across non-fiction genres and beyond. The philosophical foundation of the programme in Film Practices is based on a critical understanding of film as a cinematic art committed to pursuing, interrogating and expressing 'truths' in their varied cultural, historical and contemporary contexts. Premised on the unity of theory and practice and expressed in a conscious articulation of form and content, subject and aesthetic expression, filmmaking is conceived of as a critically reflexive process of representing and expressing 'the real' in a cinematic language.

The ambition and aim of the BA Film Practices programme is to enable students to combine a critical appreciation of the global history of film genres with a range of technical, craft and audio-visual digital skills to creatively produce critical and innovative forms of film practice as cinematic art. At the end of the 3-year programme (f/t), students will be equipped to further develop their Film Practice at post-graduate level or will be well placed to enter and prosper in the tough and fiercely competitive world of filmmaking.

Aims:
1. To provide students with a learning environment that cultivates personal and academic development by offering intellectually exciting and challenging experiences.
2. To produce professionals and graduates who can interpret, analyse and exercise critical judgement in the evaluation of theories, concepts, accounts, explanations and practices produced within the field of film practice.
3. To equip graduates with a knowledge and understanding of film practices across local and global situations and across historical and contemporary contexts.
4. To enable graduates to apply theories and concepts to the field of film practice and critically reflect on the reliability and validity of the resulting explanations.
5. To enable graduates to investigate problems and generate solutions by selecting and employing the most appropriate research methods or practice techniques, coding strategies or narrative structures and analytical frames or audio-visual treatments.
6. To help form innovative and versatile professionals in the field of film practice who are able to effectively create, manage and produce content textually, verbally and visually through the use of digital technology.
7. To provide students with the necessary transferable intellectual, vocational and employability skills appropriate to the contemporary contexts.
8. To provide learning opportunities to students to acquire a sophisticated knowledge and understanding of film practice in the context of a critical analysis of the film sector and the independent film industry at a national and global level.
9. To obtain intensive and rigorous training in film practice to acquire an advanced set of skills in film production commensurate with industry/professional practice.
10. To provide students with a learning environment where the relationship between film practice and theory is constantly interrogated.
11. To equip graduates with a thorough understanding of the ethical norms and legal principles relevant to the film industry in order to be able to produce content as ethical and reflexive professionals.
12. To provide students with the relevant skillsets that will help them understand and adapt to the changes taking place in the film ndustries.
13. To provide a programme that meets the requirements of the learning outcomes at Level 6 as defined by the Framework for Higher Qualifications.
14. To provide a programme that conforms to University policies and to the QAA codes of practice.

11   Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Communication, Media, Film and Cultural Studies.

Knowledge and Understanding

On completing the programme students should possess:
A1 An in-depth knowledge of key thinkers, theories, concepts and perspectives in the fields of film practice and an understanding of how to critically evaluate this knowledge.
A2 A critical understanding of film as a form of meaning-making practice that produces a range of experiences and affects.
A3 Knowledge of how verbal, textual and visual representations impact upon relationships between individuals, groups, institutions, cultures, and societies.
A4 A reflexive understanding of how cultural contexts and cultural consumption shape, create and challenge individual and collective identities, experiences and emotions.
A5 Knowledge of class, age, race, ethnicity, gender, sexuality and other social formations and how they shape the production, circulation and consumption of films as social, cultural and economic products, artefacts and commodities.
A6 An understanding of the audio, visual, verbal and textual conventions through which sounds, images and words make meaning via different media and in different social and cultural contexts.

A7 An in-depth knowledge of a variety of research methodologies and understanding of how their philosophical traditions and attendant practices are used to produce information about film practice.
A8 A critical and reflexive understanding of principles and practices involved in the production of video content for different platforms (online and large screen).
A9 Knowledge and understanding of skills and methodologies used by film practitioners in pre-production, production and post-production and distribution phases of film production.
A10 An in-depth knowledge and understanding of law and ethics in a transnational context as it pertains to film practice.

Teaching and Learning Methods

Realising these outcomes is achieved primarily through lectures (1-10) with scholars who have national and international reputations in their field of study. These methods and strategies are supported by the use of a range of resources that include newspaper, television, film, radio, internet and music recordings. These are supplemented by seminars (1-7), practical sessions (6, 8-10), tutorials (1-10), use of ICT-based workshops (6, 8-10), training sessions for use of on-line communication tools and multimedia digital technology (6, 8-10) and research supervision (7). These methods are facilitated by strategies that involve individual and collective learning.

All students at Stage 1 are given foundational knowledge in film history and the process and context of filmmaking, as well as multimedia technologies and production of video and audio content. At Stage 2, students have the chance to develop their understanding and competence in film practice through the production of short films and the further study of film history and theory. At Stage 3, students' knowledge and understanding is further advanced by a compulsory module covering film theory and practice, alongside their practice-based final film project. Teaching and learning methods are also enhanced by the involvement of professionals and practitioners from various media and culture industries. In addition, all students now pursue career and employability routes in-house.

Assessment Strategy

Knowledge and understanding are assessed by means of *coursework*, *presentations*, *practice-led assessments* and *time-based assessments*. *Coursework* (1-10): essays, projects, portfolios, seminar preparation; *Presentations* (1-10): individual presentations, group presentations; *Practice-led assessments* (1-10): video content and film production; *Time-based assessments* (1-10): unseen examination.

The aim of the *coursework* is to enable students to explore their knowledge and understanding. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts. *Presentations* enable students to demonstrate their knowledge and understanding in a different medium. *Practice-led* assessments enable students to demonstrate knowledge and competences in their chosen field of practice. *Time-based assessments* are primarily used to provide students with an opportunity to demonstrate their understanding of core knowledges.

Intellectual Skills

On completing the programme students should be able to:
B1 Collect and select relevant information from a variety of sources including journals, archives, databases, reports, monographs, web pages and research papers.
B2 Manage multiple sources of information containing a variety of perspectives and effectively disseminate ideas in an organised, coherent and logical manner.
B3 Devise research questions in the areas of film practice and select the most appropriate methods and resources to explicate those questions.
B4 Evaluate the impacts of 'how we get knowledge' (epistemology) on the methods selected and the nature of the evidence that is consequently generated.
B5 Filter research data through coding strategies and provide critical interpretations of the significance of the data to the field of study.
B6 Reflexively recognise how biography, norms and values, ethical standpoints, cultural context and chronology may shape the research process.

B7 Demonstrate creative production skills across a range of film and media forms.
B8 Demonstrate professional communication skills appropriate to the film, media and cultural industries.
B9 Recognise and adapt to change within the film, media and cultural industries.
B10 Within the field of film practice, demonstrate an ability to conceptualise ethical dilemmas and find solutions to these within the existing legal framework.

Teaching and Learning Methods

Students are given the opportunity to develop their subject specific skills in a range of forums. Across the degree students are required to support their knowledge and understanding, subject-specific skills and cognitive skills through the collection of supporting evidence. Achievement of all the outcomes in this area is underpinned by lectures (1-10), workshops (7-10), seminars and tutorials (1-10), ICT-based modules (2, 8), fieldwork (10) and individual research supervision (1-5). The development of these skills is also enhanced by the use of group-led learning sessions (2, 6, 8, 10).

The main emphasis in this area is that of research inquiry. Core modules at every stage facilitate students' awareness of a variety of research methods that are appropriate to film, media and cultural studies. It is important that students' relationship with methodology intensifies as their degree progresses and they develop a methodology of filmmaking as research as part of their Film Practice project module. In addition to the above, independent learning (reading, data collection and analysis) and reflexion play a crucial role in the development of intellectual skills.

Assessment Strategy

Subject-specific intellectual skills are assessed through *coursework*, *presentations* and *practice-led assessments*. *Coursework*: essays (1-10), projects (2, 3, 4, 7, 8, 10), group portfolio (7-10), seminar preparation and seminar tasks (1-10) measure students' ability to interpret, analyse and recognise how different knowledges and understandings shape the field of film practice. *Presentations*: Individual presentations and group presentations enable the demonstration of the application of their subject-specific skills (1-10). *Practice-led assessments*: film production, primary research, film proposals, and the final-year Film Practice project allow students to apply perspectives in order to explain phenomena and they also enable students to adapt their skills to provide relevant explanations about, and solutions to, problems encountered in the everyday world (1-5).

Practical Skills

On completing the programme students should be able to:
C1 Interpret, analyse and exercise critical judgement in understanding and evaluating major theoretical perspectives, concepts, and evidence presented in the study of film practice.
C2 Recognise how different theoretically informed perspectives contribute to different knowledges and understandings of film practice.
C3 Apply theoretical perspectives to explain how individuals and social groups create, circulate and consume film as a consumer and cultural practice.
C4 Engage in abstract thinking and concept-building and apply knowledge to both empirical situations and practical media.
C5 Adapt existing theories, concepts and explanations to explore new and emerging areas in the field of film practice.
C6 Demonstrate practical skills involved in applying principles and techniques of film production for on-line and cinematic exhibition.
C7 Develop and apply professional skills to the production of video and audio content.
C8 Use film practice skills and competencies in the production of short films for a number of different platforms.
C9 Access, within the existing legal frameworks, information held by official organisations.
C10 Script, shoot, edit and produce and distribute short digital films.

Teaching and Learning Methods

Developing students' interpreting, analysing and exercising of critical judgement in the evaluation of the field of film practice is accomplished through lectures (1-3). However, practicals, seminars and tutorials are predominantly used as means to enable students to discuss, learn to evaluate and demonstrate their skills (1-4, 6-10). Specific teaching strategies such as group and individual problem-solving sessions (6-10), computer-assisted learning (7, 8) and research supervision (1, 2) are also used to facilitate students' critical appreciation and application of theories and concepts in the field of film and media studies. Email surgeries are also used where students can have designated one-to-one contact on a weekly basis. Such strategies operationalise a range of resources that include academic studies, newspaper, literature, television, film, radio, internet, music recordings and photography, which are used to stimulate discussions that enable the application of theories and concepts to 'real life' examples (1-10).

Assessment Strategy

Subject-specific skills are assessed through *coursework*, *presentations*, *research-led*, *practice-led* and *timed assessments*. These include: *Coursework:* essays, projects, individual and group portfolio, seminar preparation, computer-based workbook, multimedia packages (1-10); *Presentations:* individual presentations, group presentations (1-3, 5, 6, 8); *Research-led assessments:* primary research (1, 2); *Practice-led assessments*: film production including the final-year Film Practice project (1, 2, 4, 5, 6, 7, 8, 9, 10); *Timed assessments:* seen examination. Career planning and employability skills are now assessed through specific career-related modules offered as part of programme (1-10). These methods of assessment provide students with a thorough and systematic application of their cognitive skills. The *coursework* allows students to put into effect their practical skills and capacities to critically evaluate in an in-depth and systematic fashion. *Presentations* enable students to translate abstract thinking into analyses of practical events, engendering awareness of specific audiences. *Research-led* methods of assessment provide an opportunity to apply cognitive thinking to real life phenomena in the field of film practice. Projects and portfolios of *practice-led assessments* allow students to demonstrate the film practice skills they have acquired. *Timed assessments* diagnostically ensure that students grasp the basic principles of cognitive thinking.

Transferable/Key Skills

On completing the programme students should be able to:
D1 Gather, organise and deploy ideas and information to formulate arguments and critical evaluations.
D2 Cogently communicate by means of well-prepared, clear and confident presentations, and coherent, concise written documents.
D3 Apply communication skills when dealing with a range of audiences such as clients, professionals and employers and cultural industries.
D4 Use library and other information resources skilfully and appropriately.
D5 Solve problems.
D6 Use IT resources skilfully and appropriately from basic competencies, such as data analysis and word processing, to more complex skills, such as using web-based technology or multi-media.
D7 Plan, organise and prioritise work activities to a given length, format, brief and deadline.
D8 Work productively in a group or team showing abilities, at different times, to listen, contribute and lead effectively.
D9 Work independently, in self–directed ways and with initiative.
D10 Identify and create action plans on the basis of career/employability modules

Teaching and Learning Methods

Teaching methods and strategies that are employed to achieve these objectives include standard lectures (1, 2, 3, 4, 7), ICT-based lectures (2-9), workshop sessions (2, 4, 5), library-based interactive sessions (4, 5, 6), seminars (1, 2, 5, 8) and web-based learning (1,

2, 7, 9). Tutorials and research supervision focus on solving problems and working independently (5, 9).

At Stages 1 and 3 students have the opportunity to take modules which allow them to develop skills covering employability in the film industries. These modules involve the direct application of theories, concepts and perspectives to local organisations and companies. This is often undertaken in a consultancy context. Seminars, where appropriate, involve presentations by students providing discussion and analysis of research/case study explorations.

Assessment Strategy

Key skills are assessed through *coursework*, *presentations*, *practice-led* and *timed assessments*: *Coursework:* essays (1-9), projects, portfolios (1, 4, 5, 7, 8, 9), seminar preparation (1, 2, 3, 4, 5, 6, 8, 9); *Presentations*: individual presentations (1, 2, 3, 6, 7, 9) and group presentations (1, 2, 3, 6, 7, 8); *Practice-led assessments*: Film Practice Project (1, 4, 5, 6, 7, 9); *Timed assessments:* seen and unseen examinations.

The aim of the *coursework* is to enable students to practice and hone their key skills. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts. *Presentations* enable students to demonstrate their knowledge and understanding in a different medium, whilst the *practice-led* assessments encourage deeper understanding and sustained engagement with particular knowledges, theories, concepts and practices. *Timed assessments* are primarily used to allow students to demonstrate their understanding of core knowledges and concepts.

12   Programme Curriculum, Structure and Features
Basic structure of the programme

a. The programme is studied over three years full-time.
b. The overall credit value of the programme is 360.
c. Each stage requires the study of modules with a credit value of 120.

Key features of the programme (including what makes the programme distinctive)

The programme contains a number of distinctive features:

a. The programme critically integrates theory and practice with respect to film, providing students with opportunities to mobilise academic theories and analytic skills to address practice-based activities, problems and contexts.
b. Research and problem-solving is a central concern of the programme.
c. An innovative feature of the programme is that it is designed to focus on contextualising theory, issues and debates in film practice through practice-based compulsory modules.
d. There is a development and intensive practice element that will enable students to present themselves as versatile creative professionals who are highly employable and adaptable in the current fast-changing film and media industries.

Programme regulations (link to on-line version)

P313 Programme Regulations 21-22

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

14	Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

Accreditation reports
N/A

Additional mechanisms
N/A

15	Regulation of assessment

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

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In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/undergraduate/degrees/#subject

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.