

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Film and Media Film and Media (with Placement Year) Film and Media (with International Study Year)
5	UCAS/Programme Code	P303 1547U 1830U
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	Communication, Media, Film and Cultural Studies
8	FHEQ Level	6
9	Last updated	May 2026

10 Programme Aims

The 3-year (ft) BA Film and Media builds on existing strengths in Media, Culture, Heritage programmes in the School of Arts and Cultures to provide students with an academically rigorous and innovative education in documentary filmmaking. Students creatively use digital technologies to develop their film practice focusing on non-fiction genres, supported by a thorough understanding of issues and debates in Media and Cultural Studies.

The philosophical foundation of documentary practice 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, non-fiction film practice 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 and Media programme is to enable students to combine a critical appreciation of the global history of film with a range of technical, craft and audio-visual digital skills to creatively produce short documentary films. At the end of the 3-year programme (f/t), students will be equipped to further develop their documentary making 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 fields of film and media.
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 media studies 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.
9. To obtain intensive and rigorous education in film practice to acquire an advanced set of skills in film and media production.
10. To provide students with a learning environment where the relationship between film and media theory and practice is interrogated.
11. To equip graduates with a thorough understanding of the ethical norms and legal principles relevant to the film and media industry in order to be able to produce content as ethical and reflexive professionals.
13. To provide a programme that meets the requirements of an honours degree as defined by the Framework for Higher Qualifications.
14. To provide a programme that conforms to University policies and QAA codes of practice.

For Students Undertaking a Placement Year

15. To provide students with the experience of seeking and securing a position with an employer.
16. To facilitate independent self-management and proactive interaction in a non-university setting.
17. To provide a period of practical work experience that will benefit current academic study and longer-term career plans.
18. To enable students to ethically apply their knowledge and skills in the workplace, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

For Students Undertaking International Study Year

19. Offer students the opportunity to develop graduate attributes which increase employability, particularly communication and (where applicable) language skills, intercultural competencies, adaptability, resilience and global awareness.
20. Gain insight into international Higher Education and experience differences in academic approach and learning environment.
21. Provide the opportunity to experience new areas of study outside of their usual programme of study at Newcastle University.

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 have:

- A1** An in-depth knowledge of key thinkers, theories, concepts and perspectives in the fields of film and media studies and an understanding of how to critically evaluate this knowledge.
- A2** A critical understanding of film and media, communication systems and cultures and of how they organise meanings, 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 control, 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 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, media, communicative action and culture.

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 and media practitioners in pre-production, production and post-production phases of film production.

A10 An in-depth knowledge and understanding of ethics in a transnational context as it pertains to film and media practice.

For Students Undertaking a Placement Year

A11 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.

A12 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.

A13 Demonstrate an understanding of a work environment, how it functions and their contribution to it.

A14 Relate their work-based learning to other areas of personal development, including academic performance.

For Students Undertaking International Study Year

A15 Demonstrate the ability to adapt to different learning environments.

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), field-trips (8-10), 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 (small-group, class and Stage).

All students at Stage 1 are given foundational knowledge in film, media and cultural studies, as well as film technologies and production of video content. At Stage 2, students have the chance to develop their understanding and competence in film and media practice while specialising in areas of their choice of contextual knowledge. At Stage 3, students further advance their knowledge and understanding through either a research-based written dissertation or practice-based 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 have the option of pursuing career and employability routes in-house.

Assessment Strategy

Knowledge and understanding are assessed by means of coursework, presentations, research-led assessments, practice-based assessments and time-based assessment. *Coursework* (1-10): essays, projects, portfolios, seminar preparation; *Presentations* (1-10): individual presentations, group presentations; *Research-led assessments* (7): research essays and proposals, dissertation; *Practice-based assessments* (1-10): video content and film production; *Exams* (1-10): unseen examination.

The *coursework* enables 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, whilst the *Research-led* assessment encourages deeper understanding and sustained engagement with particular knowledges, theories and

concepts. *Practice-based* assessments enable students to demonstrate knowledge and competences in chosen field of practice. *Exams* 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, media and culture 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 in 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 solution 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; students taking the research-led dissertation will develop their own methodology of research. Besides the above-mentioned methods, 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, practice and timed assessment. *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 fields of film, media, and cultural studies. *Presentations*: individual presentations and group presentations enable the demonstration of the application of their subject specific skills (1-10). *Practice-led* Film Project and *Research-led assessments*: film production, primary research, research proposals and the dissertation allow students to apply perspectives in order to explain phenomena; 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 studies of film, media and culture.
- C2** Recognise how different theoretically informed perspectives contribute to different knowledges and understandings of film, media and culture.
- C3** Apply theoretical perspectives to explain how individuals and social groups create, circulate and consume media, communication and culture.
- 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** To demonstrate practical skills involved in applying principles and techniques of film production for on-line and cinematic exhibition.
- C7** To develop and apply professional skills to the production of video content.
- C8** To use film practice skills and competencies in the production of short films for a number of different platforms.
- C9** To access, within the existing legal frameworks, information held by official organisations.
- C10** To script, shoot, edit and produce short non-fiction digital films.

Teaching and Learning Methods

Developing students' ability to interpret, analyse and exercise critical judgement in the evaluation of the field of film and media 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 assessment, practice-based assessment and timed assessment. 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 assessment*: primary research, research proposals, dissertation (1, 2); *Exams*: 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 enable students a thorough and systematic application of their cognitive skills. The *coursework* allows students to put into effect their analytic 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 media, communication and cultural studies. *Practice-based* projects and portfolios of practical work allow students to demonstrate the film practice skills they have acquired through the production of written or multimedia packages. *Exams* diagnostically ensure that students grasp the basic precedents of cognitive thinking.

Transferable/Key Skills

On completing the programme students should be able to:

- D1** Gather, organise and deploy ideas and information in order 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.

For Students Undertaking a Placement Year

- D11** Reflect on and manage their own learning and development within the workplace.
- D12** Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.
- D13** Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

For Students Undertaking International Study Year

- D14** Adapt and operate in a different cultural environment.

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 Stage 2 & 3 students have the opportunity to take a module which allow them to develop skills covering employability in the media and cultural industries. These modules involve the direct application of theories, concepts and perspectives to local organisations and companies. Seminars, where appropriate, involve presentations by students providing discussion and analysis of research/case study explorations.

Assessment Strategy

Key skills are assessed through: *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); *Research Led assessments*: research proposals (1, 4, 5, 6, 7, 9) and the dissertation (1, 4, 5, 6, 7, 9); *Exams*: 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 *research-led* assessment encourages deeper understanding and sustained engagement with particular knowledges, theories and concepts. *Exams* 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

- (i) Basic structure of the programme

- a. The programme is studied over three years full-time for students on P303 and over four years full-time for students on 1547U.
- b. The programme is made up of three stages for P303 students. Stage 1 modules are Certificate level; Stage 2 modules are Intermediate level; Stage 3 modules are Honours level. Students are required to study 90 credits at the appropriate level.
- c. The programme is made up of four stages for 1547U and 1830U students. Stage 1 modules are certificate level and Stage 2 modules are Intermediate level. Students on 1830U spend a year abroad between Stage 2 and 3 with DPD discretion. Students on 1547U spend a year on a work placement between Stage 2 and 3. These years do not contribute to the overall degree classification. Stage 3 modules are Honours level. Students are required to study 90 credits at the appropriate level.
- d. The overall credit value of the programme is 360.
- e. Each stage requires the study of modules with a credit value of 120. Each stage is made up of a mixture of compulsory (modules that must be taken), and optional modules (modules that are chosen from a set). Compulsory modules ensure that a baseline of knowledge, skills and understanding at Certificate, Intermediate and Honours levels are acquired by all students. Optional modules enable students to focus this knowledge in specialised areas

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 and media, 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, media and culture 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)

[Programme Regulations 26-27](#)

13 Support for Student Learning

Generic information regarding University provision is available [here](#).

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

Generic information regarding University provision is available [here](#).

Accreditation reports

N/A

Additional mechanisms

N/A

15 Regulation of assessment

Generic information regarding University provision is available [here](#).

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: [University Regulations | University Regulations | Newcastle University](#)

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.