

Template C4



Programme Specification

Title of Course: *BA (Hons) Filmmaking*

Date first produced	30/09/2012
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Version number	7
Faculty	Kingston School of Art
School	School of Arts
Department	Department of Film and Photography
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA (Hons) Filmmaking
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Ordinary Degree Certificate in Higher Education Diploma in Higher Education
Course Code <i>For each pathway and mode of delivery</i>	UFFLM1FLM01
UCAS code <i>For each pathway</i>	WP63

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Knights Park
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6
Entry Requirements:	<p>Applicants will need a minimum of 112 tariff points from recognised Level 3 qualifications to ideally include an art or design subject such as Foundation Diploma in Art or Design or an Art/Design related A-level or recognised equivalent with a minimum of two A-levels, or equivalent; BTEC National Diploma in relevant subject, or who can demonstrate aptitude or experience in art, design or visual storytelling. Plus GCSE (score 9-4): five subjects; Key Skills and Functional Skills Level 2 accepted in lieu of GCSE English and Maths.</p> <p>A minimum IELTS score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS Academic English test, or 80 TOEFL or equivalent is required for those for whom English is not their first language.</p> <p>Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.</p>

Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Art & Design, History of Art, Architecture & Design
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The BA (Hons) Filmmaking degree at Kingston University London is a three-year, full-time undergraduate degree designed for those who:

- wish to learn how to become filmmakers.
- wish to pursue one of the wide range of specialisms/roles relating to different stages of production, and/or for careers related to the film industry.
- want to pursue postgraduate research and/or film-related disciplines in research, writing and academic fields
- wish to work in areas connected to the film, media and entertainment industries
- wish to use for other vocations those transferable skills learned in film production

When you graduate, you will be technically accomplished, will be able underpin your work in an academic (film-historical) context, will have developed creative confidence and the ability to work in production teams, will understand the importance of equality and inclusivity within the industry, and will be able to build a professional profile.

Using a combination (75%-25%) of practical and theoretical modules, the degree aims to provide you with an environment where you can develop your skills to achieve your creative goals. This includes developing a critically aware and informed approach to your work, which can be applied in the filmmaking industry. The curriculum is designed to teach you conceptual and technical knowledge, professional studies, listening and problem-solving skills, aesthetic understanding, and more. These activities will help you to combine various aspects of filmmaking production to create film and moving image output that is suitable for your chosen career path or specialisation.

Ultimately, you will be encouraged to find innovative ways of combining different aspects of filmmaking production to produce high-quality films. The goal is to provide you with the necessary skills and knowledge to succeed in the filmmaking industry and to encourage you to push the boundaries of what is possible in the field.

Summary of Aims:

- To create a supportive, dynamic and stimulating learning environment, enabling you to develop your capacity for creative output, visual and critical awareness, analysis, problem solving, research and speculative intellectual/scholarly enquiry.
- To enable you to acquire an in-depth of knowledge and critical understanding of filmmaking and its cultural context, developing specialist and transferrable skills appropriate for use in a range of filmmaking related industries.
- To encourage your critical appraisal skills as they relate to the area of moving image and Art and Design History.
- To enhance your abilities in a range of individual, collaborative and interdisciplinary projects undertaken within the learning resources, studio and location, in post-production facilities and other appropriate environments.
- To promote and foster an awareness of the rich historical and theoretical context within which contemporary moving image practice is located.
- To equip you to pursue your chosen career paths, practices and future projects, with recourse to a degree programme founded on professionalism and input drawn from all aspects of the filmmaking industry, optimising your ability to secure employment in the field of filmmaking related activity, further study, research, or professional activity.

- To encourage you to bring your personal experiences/knowledge into the work you're submitting, with a view to exploring how experiences and knowledges of different communities can enrich the curriculum and the industry.

Filmmaker Skillset and Course Focus

The course focuses on the following key skill areas:

CRAFT AND SPECIALISATION

Scaffolded modules in every year will focus on building your competence in technical skills and craft roles, leading to role specialisation in L5 and a stronger sense of creative direction and career pathway in L6. At L4, we have identified key specialisation areas to which you will be introduced, including editing, screenwriting, lighting and production design.

Key modules for Craft and Specialisation: Sound and Image, Exploring Film, Professional Project

PRACTICE AS RESEARCH

Scaffolded modules at each level will develop research through practice, critical thinking, self-reflection, development of your creative voice, and the representation of cultural identity and the voices of others through practice, culminating in the Graduation Film. You will also deepen your research profile through the Critical and Historical Studies modules.

Key modules for Practice as Research: Voices, The Personal Camera, Critical and Historical Studies modules

STORY, SOUND, AND IMAGE

Scaffolded modules at each level will develop visual storytelling craft, and explore how this connects with areas of industry requiring visual literacy.

Key modules for Story, Sound and Image: Visual Storytelling, Directing Actors, Graduation Film

The course also has the following key learning themes:

FUTURE SKILLS

As part of the university-wide strategy, Navigate, Explore and Apply will be embedded within the Craft and Specialisation pathway to embed Future Skills within modules which scaffold the development of technical skills and an understanding of industry craft roles. This will prepare you to work within the industry but also have the skills, knowledge, and confidence to produce work independently, without relying on traditional industry gatekeepers, producing the sought-after students at the heart of the Town House Strategy.

Key modules for Future Skills: Sound and Image, Exploring Film, Professional Project

SCREEN CONTEXTS

There is a new and closer alignment between Critical and Historical Studies modules and those on the course, to ensure practice is grounded in a historical and critical context.

Key modules: Critical and Historical Studies modules

INCLUSION AND SUSTAINABILITY

Inclusion and sustainability are embedded in the ethos of the course by co-curating elements of the curriculum and assessment with you to ensure what we do is representative; forging links with organisations and/or EDI (Equity, Diversity, and Inclusion) initiatives, and

developing our own version; and integrating the BFI's Diversity Standards and BAFTA's albert sustainable production training into the programme.

Key modules: The Personal Camera

LEARNING COMMUNITY

A shared programme of visiting speakers representative of the diversity of the student body will provide regular events for all year groups, encouraging collaboration and discussion across and between levels, also building the course community. Timetabled slots will also be used for interdisciplinary networking events to encourage collaboration and learning opportunities with students from other courses and more fully utilising open access to workshops. Optional field trips to film festivals will also be offered to each year group to create a strong course community.

B. Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. The course provides opportunities for you to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

- Self-awareness skills
- Communication skills
- Interpersonal skills
- Management and Leaderships skills
- Creativity and Problem Solving skills

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate an understanding of visual storytelling through the use of image, sound and montage.	B1	Demonstrate the enterprise, creative thinking and adaptability required to solve creative problems on a film production.	C1	Demonstrate a high level of competence and craft across a range of technical and craft roles.
A2	Express significant knowledge of the medium's historical and social contexts, and apply this to your practice.	B2	Demonstrate engagement with research through practice, developing your creative voice by engaging with cinematic forms and techniques with a questioning mindset.	C2	Work both independently and collaboratively within a production crew to professional standards, demonstrating empathy, respect and resilience.
A3	Exercise an understanding of filmmaking's social and cultural significance by demonstrating the principles, values and techniques by which films are produced.	B3	Demonstrate the use of self-reflection, critical thinking and peer review to improve your work and develop your professional practice.	C3	Develop and produce a series of personal and collaborative short film projects that employ excellent working practices.
A4	Demonstrate awareness and understanding of the methods, roles and tasks required to realise all aspects of a film production successfully.	B4	Express an understanding of the importance of inclusion, sustainability and the representation of cultural identity within your field.	C4	Define your professional development plan, using digital and interpersonal skills to build your professional profile and engage with industry networks to become successful practitioners.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

L4



Sound and Image 30



Introduction to Navigate, and knowledge and understanding of the principles and practices of film production, encouraging students to experiment with film form.

NAVIGATE



Visual Storytelling 30

Introduces students to visual storytelling through analysis of film genre conventions and their practical application to their own creative film work.



Voices 30

Supports students in employing a reflective and critical approach to issues of representation in documentary films. The process of discovering creative voice is at the heart of this module.

CHS



Contextualising Contemporary Practice 30

This module introduces the various contexts in which the contemporary practices of cinema are defined, debated, and displayed. It is designed to support their first steps as practitioners within the wider field of the visual arts in the 21st century.

L5



Exploring



This module introduces students to an engaging and challenging approach to film production. Students are encouraged to experiment with film form as part of their creative practice.



Working w

Students are encouraged to explore dramatic performance through their own creative work in a short film. This module involves practical performance and dialogue.



Critical I

Building on the work of the previous modules, this module introduces students to critical analysis within the wider field of the visual arts and international cinema.

BA (Hons) Filmmaking

Level 4							
BA (Hons) Filmmaking							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Contextualising Contemporary Practice: Film	HA4107	30	4	1/2			
Sound and Image	TP4004	30	4	1 and 2	None	1	
Visual Storytelling	TP4005	30	4	1 and 2	None	1	
Voice	TP4006	30	4	1 and 2	None	1	
Optional Modules							

Progression to Level 5

Progression to Level 5 requires 120 credits including passes in all modules.

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

If you exit the course at this point, you will have successfully completed 120 credits at level 4 or above and are eligible for the award of Certificate of Higher Education in Filmmaking. Level 5 (at least 60 credits = core)

Level 5							
BA (Hons) Filmmaking							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical Issues in Filmmaking: Research & Practice	HA5103	30	5	1/2			
Exploring Film	TP5004	30	5	TY13		2	
The Personal Camera	TP5006	30	5	2	None	2	
Working with Actors	TP5005	30	5	1	None	2	
Optional Modules							

Progression to Level 6

Progression to level 6 requires 120 credits including passes in all modules.

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate).
 If you exit the programme at this point, you will have successfully completed 120 credits at level 5 or above and are eligible for the award of Diploma of Higher Education in Filmmaking.

Level 6							
BA (Hons) Filmmaking							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Independent Research Project in Critical and Historical studies	HA6103	30	6	1/2			
Professional Project	TP6005	30	6	1 and 2	None	3	
The Graduation Film	TP6004	60	6	1/2			
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of all modules.

Level 7 information

D. Principles of Teaching, Learning and Assessment

The revalidation of the programme and its curriculum design are done in accordance with the Kingston Academic Framework via the Learning and Teaching Enhancement Centre (LTEC), which provides guidance and support for all members of staff involved in teaching and supporting learning.

The ethos of the design is in keeping with Howson and Kingsbury (2021, p. 2), who note: "The curriculum should be viewed expansively to include purpose, content, alignment, scale, learning activities, assessment, physical environments and learning collaborators" In addition, Ashwin (2022) talks about how designing a high-quality curriculum starts with an understanding of your students. At Kingston, curriculum designers have access to a wide range of data interfaces that bring together module and course data.

Finally, this process also includes alignment with the Inclusive Curriculum Framework. Specifically, it responds to the three key fundamental design principles of the Framework in the following ways:

1. An accessible curriculum: a wide range of seminars, workshops, tutorials and development sessions are designed to give voice to different kinds of students and cater to students with special needs. Secondary support systems such as mitigating circumstances, the personal tutor scheme and student wellbeing are in place.
1. Students able to see themselves reflected in the curriculum: the programme is constantly being updated to reflect the diversity of our students through

reading/viewing lists, staff (permanent and visiting), in-class references and student-led content development sessions.

1. Students equipped with the skills to positively contribute to and work in a global and diverse world: work developed across all modules test a wide range of industry-specific and transferable skills. Included in this skillset is group formation, management and assessment, preparing students for workplace and industry challenges.

Teaching and Learning

Teaching takes place in day-long sessions in a production format, in which you are steered through your production assignments in a way that mimics the real-world production process. Through a series of lectures, workshops, tutorials, seminars and reviews, your project/s undergo scrutiny in pre-production, production, and post-production. Frequent expert sessions add to learning.

Assessment

Assessment comes in two forms (group and individual assessment) based on the type of submission within practical filmmaking modules.

Assessment Choice

While there are no elective modules on the programme, there are assessment options as part of inclusive practice. For example, the revised L6 Critical and Historical Practice module offers you a choice between a dissertation, an illustrated journal article, or a portfolio of written and visual/audio work. There is also the opportunity to choose an aspect of group work submission in L5 based on specialisation.

Group Assessment

As part of our commitment to preparing you for professional life, we place great emphasis on group work, and are continually looking at ways to ensure group work assessment is transparent, constructive and equitable. You will be supported in developing teamwork skills across all years in a way that supports you, with the groupwork assignments that enables you to develop the professional and transferable skills for teamwork needed within the industry and beyond.

As such, the programme relies on a substantial amount of group assessment. While each module may have module-specific adjustments for group assessment, the grounding principles of such assessment that can be communicated to you is as follows:

- Group assessed work is principally assessed on the overall quality of the production, in line with module learning outcomes and published assessment criteria. All students receive the same mark.
- Individually assessed work is principally assessed on the basis of a self-reflective submission.
- At every year of study, group assessments have team formation and peer collaboration built in
- The majority of group assessments include peer feedback and assessment opportunities
- All summative assessments include formative feedback opportunities.
- In some cases, group assessment may be substituted by an individual assessment if an individual is unable to produce work within a group environment eg. in response to a student's Summary of Support Needs (SoSN) or on retake.

Notes about group assessment

- Via ongoing student feedback and staff discussions around group assessment, we are aware that group work is more challenging for some students than for others. It does, however, remain an essential part of the learning for this course, and working within a team – a key industry-specific and transferable skill – will be taught in all modules where group work is involved. We do have in place support for students struggling in the group context and encourage students to ask for guidance. We help

you to form or join groups, and also help you develop independent projects where group formation is not possible, eg. in retake assessments.

- In some cases, and for some learning and teaching, groups are randomly assigned per module per assignment. However, for the most part, we believe in allowing you to form your own production teams and then continue to work with them, mimicking a real-world environment. Both are available to you throughout the degree, allowing for a mix of collaborative work.
- At each Year Meeting at the start of the teaching block, we include a tailored session on group project expectations, and how to manage groups to ensure group practice and conduct that is respectful, inclusive and productive. We will always try to ensure groups can form and work in a way that includes both timetabled sessions and in independent study time, where not all group members may be available, due to other commitments.

Individual Assessment

While, for the most part, you will work in groups, some of these group projects are marked individually. Where this is the case, you will be assessed in line the assignment's assessment criteria, which covers your contribution to the project as a whole, the realisation of the creative vision and the technical craft deployed. There are also other assignments which you work on and submit individually, such as self-reflective documents and project portfolios that offer insight into the above. In some case, individual assessment can be used to assess specialisation, such as writers submitting for assessment the screenplay for the productions in Directing Actors.

All submissions in Critical and Historical Studies modules are assessed individually.

Artificial Intelligence

AI continues to have a significant impact on many disciplines and professions including film making, and all digital media can be manipulated by AI. Examples of AI usage in the film industry include de-aging actors, and recent and ongoing concerns over AI generated scripts and the use of AI likenesses of actors. Through this programme you will develop a critical awareness of these technologies in film making and will have the opportunity to develop critical thinking and evaluative judgement skills related to generative AI, develop skills such as prompt writing to apply generative AI in your practices, and understand the inherent biases and ethical concerns related to the use of this technology.

We have also identified how the technology can be used in beneficial ways, and consider our policy towards this use to be ongoing. Specifically, AI has the potential to be used in:

- Admissions (personal statements)
- Essay writing
- Personal development portfolios
- Peer reflections/statements
- Screenwriting
- Image sourcing and retouching
- Animation
- Editing

In spite of the risks associated with AI in replacing the above disciplines with Machine Learning and therefore diminishing the taught component of the degree, AI has the potential to assist students with special support needs and those for whom English is not their first language.

We encourage an open discussion on AI, and how you feel it might impact your studies, both positively and negatively.

The potentially positive impact of AI has been considered with regard to assessment on the programme. For example, within the summative assessments including voice recording on the Sound and Image module (L4).

Guidance and support is provided for students regarding AI.

E. Support for Students and their Learning

You are supported by the following:

- Full technical, IT and library inductions in welcome week of L4
- Ongoing technical and IT support
- Best modes of professional practice by working professionals in the field, both in-house and invited
- Full access to the KU (Kingston University) Personal Tutor Scheme, which is embedded into Future Skills modules (Sound and Image, Exploring Film, Professional Project)
- Full tuition in line with the Future Skills programme of the Town House strategy, preparing students for professional life and offering transferable skills
- Monitoring through KU Engagement, to ensure students are engaging with the VLE and other resources, and acting accordingly
- Making reasonable adjustments in terms of learning, teaching and assessment in line with students' Summary of Support Needs (SoSN)
- LinkedIn Learning, the skill-building solution that empowers students to develop the right skills to grow their career, is embedded into the curriculum
- Kingston University is an ARRI-accredited Film School. As an ARRI-accredited Film School, final-year students can do an additional ARRI Certified Training for Camera Systems module to enhance their camera skills and CV.
- Access to written and visual resources through on-site archives and online repositories
- Access to short-term loanable hardware
- Full licence to Adobe Creative Cloud and other bespoke, industry-level software
- Full access to the Moving Image Workshop and other workshops in KSA (Kingston School of Art)
- Weekly guidance from Academic Mentors, students one year above L4, to assist with the transition
- In L6, a live brief assessment

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- School Education Committee
- Student Voice Committee
- Faculty Education Committee
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers
- ARRI-accredited
- Screenskills and albert scheme accreditation

G. Employability and work-based learning

Graduate Destinations

Graduates traditionally end up at the following employers and work-related agencies:

- Film and TV production houses
- Arts- and media organisations
- Museums, galleries and commercial art organisations
- Cinemas and film institutions
- Film and television recruitment agencies
- Film and television technical recruiters
- VFX, gaming, VR, and narrative design
- Some students use transferable skills to move into a wide range of areas including: primary teaching, secondary teaching, other media and design related subjects, and project management.

It is estimated that continued film and HETV production growth will require yearly increases of around 10 per cent. Input from across the production ecosystem is needed to address this, along with an uplift in investment in skills and training within a reinvigorated overall skills strategy." BFI (British Film Institute) Skills Review 2022 | BFI - See also: Creative Industries Sector Vision (publishing.service.gov.uk)

Employability and Transferable Skills

Alongside the programme's alignment with embedded Future Skills, its key tenets are geared towards employability and transferable skills, namely:

- Essay writing
- CV writing through a series of Employability sessions
- Presentation skills in pitching sessions
- Short term placements are encouraged as part of independent learning hours, which are reflected in Future Skills modules within their Professional Development Plan.
- Collaboration and group work in production roles, including attendance, punctuality and commitment to tasks
- Self-reflection and peer review via summative assessment
- Interaction with real-world employment through the L6 Live Brief assessment and the funding application of formative L6 assessment

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

H. Other sources of information that you may wish to consult

- Course page on the Kingston University website
- Filmmaking subject benchmark statement
- Kingston University's Town House strategy
- ARRI accreditation information
- The BFI albert scheme

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		HA4107	TP4004	TP4006	TP4005	TP5004	TP5006	TP5005	HA5103	HA6103	TP6004	TP6005	
Knowledge & Understanding	A1		S	S		S							
	A2						S			S			
	A3				S			S				S	
	A4	S							S		S		
Intellectual Skills	B1		S			S				S			
	B2				S			S				S	
	B3	S							S		S		
	B4			S				S					
Practical Skills	C1			S		S				S			
	C2	S									S		
	C3		S					S		S			
	C4				S				S			S	

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.