Template C4

Kingston
University
London

Programme Specification

Title of Course: *BA (Hons) Filmmaking: Post Production*

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Version number	8
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Film and Photography
Delivery Institution	boomsatsuma Education Ltd

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):	BA (Hons) Filmmaking: Post Production
Exit Award(s) and Title(s):	Certificate in Higher Education (CertHE) Diploma of Higher Education (DipHE) BA Filmmaking: Post-Production
Course Code *For each pathway and mode of delivery*	UFFPP1FPP21
UCAS code *For each pathway*	N/A

Awarding Institution:	Kingston University
Teaching Institution:	boomsatsuma Education Ltd
Location:	boomsatsuma Education Ltd
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years
Entry requirements	- UCAS Points: 96 points - A Level: CCC - BTEC: MMM - T Level: M - Access to HE Diploma: 45 credits at M or higher
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

BA (Hons) Filmmaking Post-Production degree sits within boomsatsuma's Film School. The design and implementation of the course mirrors the UK's globally renowned film and TV post production sector. Our aim is to help you build not only technical and creative skills in film post, but also confidence, resilience, imagination, and a deep understanding of the industry you plan to work in.

We pride ourselves on our industry links. The programme was designed with input from our official Creative Industries partners - Films at 59, BBC Studios, Doghouse Post and Plimsoll Productions - and there are opportunities to engage work experience, internships, and mentoring alongside formal learning. We encourage you to develop your networks across the course, through working with professional post production specialists and immersing yourself in the creative culture of Bristol, a city home to 190 production and post production companies.

At Level 4, you learn the fundamentals of film and television from camera operation to directing. Learning alongside students of Filmmaking: Production, this year introduces you to the building blocks of film and helps you develop a solid foundation to specialise in post production at Level 5. Here, you begin to develop your skills in media management, editing, and industry post production workflow. Through studio sessions and post production work on documentary and drama projects, you'll work towards a deep appreciation of the technical requirements of delivering professional standard film and TV content. At Level 6, you will enhance your knowledge of the film and TV industry and refine skills in grading, audio post production, VFX, compositing, and industry deliverables. Working with students from BA (Hons) Filmmaking: Production you'll also post-produce a final film that showcases your skills and talent.

Course Aims

Knowledge

To provide you opportunities to engage in intellectual enquiry through research and reflection on the underlying concepts and contexts of film post production.

Practice

To help you develop the aesthetic, technical, and analytical thinking skills needed to post produce films to a professional standard.

Experimentation

To stimulate your imaginative thinking and encourage you to pursue an individual creative voice through experimentation and risk-taking.

Co-Creation

To provide you with opportunities to develop the communicational and organisational skills, temperament, and diplomacy needed to collaborate with others effectively.

Adaptability

To help you become a self-motivated practitioner that can learn new skills independently and adapt to the ever-changing landscape of the Creative Industries.

Ethics

To help you build a critical understanding of the social, ethical, and legal dimensions of filmmaking.

Culture

To shape a supportive environment that inspires students from communities currently underrepresented in the film and TV industry to engage, progress, and succeed in a creative workplace.

<u>Future Skills</u>

To deliver insight into the film and TV industry and related Creative Industries career paths, engage core employability skills, and motivate you to take responsibility for your professional development.

B. Programme Learning Outcomes

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

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	Develop a contextualised approach to creative practice that is informed by conceptual understanding of the artistic and commercial dimensions of filmmaking.	B1	Select and apply methods of creative problem solving and design thinking to address challenges both within and outside of the context of filmmaking.	C1	Develop imaginative outcomes in the context of film post production practice, and apply methods of experimentation and risk-taking to advance the pursuit of an individual creative voice.
A2	Demonstrate a systematic understanding of the intentions and features of storytelling in filmmaking across a range of formats, genres, and treatments.	B2	Take responsibility for your own learning and development using reflection and feedback to analyse personal capacities and plan actions with resilience and criticality.	C2	Apply a systematic approach to the selection and application of film post production techniques for crafting and refining story.
A3	Apply a systematic approach to building an informed understanding of film audiences and the post production techniques used to engage various viewer demographics and dynamics.	B3	Select and apply methods of research and critical analysis in filmmaking to acquire, interpret, and communicate knowledge.	C3	Select and apply workflows used by film post production professionals to realise and deliver a creative concept.
A4	Identify and evaluate the characteristics and expectations of the film and television industry and the professional skills needed to pursue opportunities within it.	B4	Demonstrate awareness of personal responsibility and professional practice when navigating the legal, ethical, and regulatory dimensions of film post production.	C4	Select and apply film post production equipment and software as required to realise and deliver a creative concept.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure
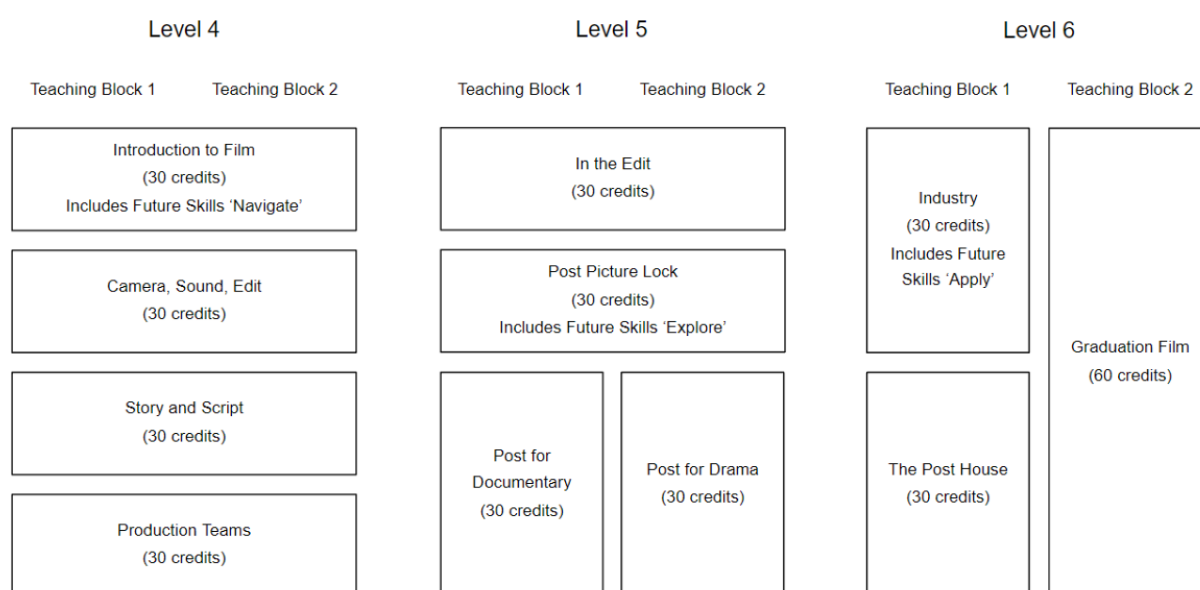
All modules are compulsory.

BA (Hons) Filmmaking: Post Production

Level 4							
BA (Hons) Filmmaking: Post Production							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

Camera, Sound, Edit	BF4014	30	4	Year Long		1	
Introduction to Film	BF4013	30	4	Year Long		1	
Production Teams	BF4016	30	4	Year Long		1	
Story and Script	BF4015	30	4	Year Long		1	

Exit Awards at Level 4

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.
Students exiting the course at this point who have successfully completed 120 credits at Level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
BA (Hons) Filmmaking: Post Production							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
In the Edit	BF5014	30	5	Year Long		2	
Post for Documentary	BF5016	30	5	1		2	
Post for Drama	BF5010	30	5	2		2	
Post Picture Lock	BF5009	30	5	Year Long		2	

Exit Awards at Level 5

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 applicable).
Students exiting the programme at this point who have successfully completed 120 credits at Level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
BA (Hons) Filmmaking: Post Production							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

Graduation Film	AUG26 - BS6010	60	6	2		3	
Industry	AUG26 - BS5558	30	6	1		3	
The Post House	AUG26 - BS6011	30	6	1		3	

Exit Awards at Level 6

Level 6 requires the completion of all modules.

E. Teaching, Learning and Assessment

BA (Hons) Filmmaking: Post Production is a jobs-focused programme that adopts a project-based approach to learning. It prioritises the contextualisation of ideas, development of film projects, and the ability to critically reflect on creative process, outputs, and ongoing professional development.

The programme is designed in accordance with the Kingston University Academic Framework, Inclusive Curriculum Framework and Graduate Attributes.

Graduate Attributes

Creative Problem Solving

Creative problem solving is a key skill in all aspects of film and TV post production. Whether it's dealing with things that go wrong during the edit or having to change post production schedules. In this course you will learn the problem solving skills needed to be able to troubleshoot in post production, which is a key characteristic that employers look for in film and TV graduates.

Digital Competency

All production and post production jobs require you to have a strong understanding of creative technology. You will have the option of learning Avid Media Composer, Pro Tools, After Effects, and other key software taught through technical modules and practical projects.

Enterprise

Modules called 'Industry', 'Production Teams' and 'The Post House' enable you to engage with innovative, real-world scenarios and with clients to help you develop entrepreneurial skills. Throughout the degree, a number of opportunities will arise to enable you to participate in work experience, internships, and visits to production and post production facilities in the city.

Questioning Mindset

Curiosity is an essential prerequisite of a good post production specialist. You will be encouraged to seek out new ideas and stories but also to question your own practice - and that of others. In screenings, you will analyse and critique cinema from around the world and from different genres. You will be encouraged to question the artistic

and technical qualities of work, as well as how different audiences engage with them. This encourages critical engagement and enables you to develop your creative post production skills.

Adaptability

Adaptability, flexibility, and an ability to change creative direction is a key skill for effective post production. You will take on different roles on a variety of projects, encouraging you to step out of your comfort zone. Team work will also encourage you to confront challenges and change direction within projects as adaptability is essential to production.

Empathy

Empathy is an important characteristic for creative people. Within film and TV you will need empathy to tell good stories, to work with contributors and clients and to understand your audience. Post-producing films, notably within the module 'Post for Documentary', will enable you to develop a deeper understanding of people and issues. 'Production Teams' and 'The Post House' modules will also help you learn how to lead teams and resolve creative differences.

Collaboration

No film can be produced without collaboration. Working in diverse teams where individuals have different ideas and views is an essential part of the creative process. You will experience the benefits of co-creativity and be supported through the numerous challenges that arise through the creative process.

Resilience

Competence, confidence, self-control, and the ability to cope with challenges all contribute to a resilient post production specialist. You develop these skills, supported by us, through pitching ideas, problem solving in the edit and post production scheduling and management. These skills help you make better films as well as position you as a confident filmmaker.

Self-Awareness

People with self-awareness have more integrity, make sounder decisions, and form stronger relationships. This course helps you become better at collaborating with others, while helping you understand your personal values, motivations, goals, strengths, and limitations - all in the context of developing professional skills. Opportunities to develop self-awareness is part of the production process in all modules, as well as within the Future Skills programme.

Future Skills

Boomsatsuma adopts and personalises Kingston University's Future Skills programme, which aims to help students build the key skills that businesses need. This includes the ability to communicate, analyse, adapt, problem-solve, and think creatively.

Future Skills is embedded in all levels of the curriculum with 'Navigate' at Level 4, 'Explore' at Level 5 and 'Apply' at Level 6. In 'Navigate', you will be introduced to the Graduate Attributes and the concept of Design Thinking. From here you will begin to shape a Personal Development Plan (PDP) that is informed by creative activities in film, photography and games. In 'Explore' you will engage in co-creative practice, undertake a cross-disciplinary group project that engages the UN's Sustainable Development Goals, and reflect on learning to revise your PDP. In 'Apply' you will engage the commercial context of creative practice, undertake a cross-disciplinary group project that spotlights enterprise, and refine your PDP to target goals that extend beyond graduation.

All Future Skills modules connect to Design Thinking, and through that, the Graduate Attributes 'Creative Problem Solving', 'Collaboration', 'Empathy' and 'Self-Awareness'. Although all Graduate Attributes are engaged in all Future Skills modules (and the course at large) specific ones are spotlighted in either 'Navigate', 'Explore' or 'Apply'. Information about the focus of each Future Skills module is offered below.

Navigate (Level 4)
- Context - Personal
- Aim - To introduce Graduate Attributes and Design Thinking
- Activity - 3 x short creative activities. One in film, one in photography and one in games
- Spotlighted Graduate Attributes - Adaptability (managing new conditions), Digital Competence (key skills and tools)
- Indicative Topics - Design Thinking, Giving and receiving feedback, Presenting ideas, Self-reflection methods and tools, Writing a Personal Development Plan (PDP)

Explore (Level 5)
- Context - Co-creative
- Aim - To build Graduate Attributes and Design Thinking
- Activity - A cross-disciplinary, collaborative challenge focused on UN Sustainable Development Goals (SDGs)
- Spotlighted Graduate Attributes - A Questioning Mindset (inviting conversation to improve understanding), Digital Competence (digital research and co-creation tools)
- Indicative Topics - SDGs in industry, Engaging diverse perspectives, Cross-disciplinary co-creation strategies, Project planning, Pitching tactics

Apply (Level 6)
- Context - Enterprise
- Aim - To utilise Graduate Attributes and Design Thinking
- Activity - A cross-disciplinary, collaborative and externally-facing project that is focused on creative enterprise
- Spotlighted Graduate Attributes - Resilience (building the capacity to recover from setbacks), Enterprise (the commercial context of creative practice)
- Indicative Topics - Enterprise thinking, Job prospecting tools and skills, Resilience training, Team-building and leadership, Professional conduct

Inclusive Curriculum Framework

This course adopts and supports Kingston University's Inclusive Curriculum Framework. In the context of Learning and Teaching, it engages three fundamental principles of the framework in the following ways:

Create an accessible curriculum

The curriculum is designed to facilitate a range of learning methods and styles. To support visual, auditory, and kinesthetic learners, we utilise teaching methods such as lecture segments, seminar discussion, technical demonstration, desk-based research, hand-on making sessions, and both group and individual project work. Learning resources offered are provided in text and visual forms, which includes video walkthroughs with captioning for key technical training.

Enable students to see themselves reflected in the curriculum

Boomsatsuma is committed to supporting social mobility and ensuring that learning and teaching settings are welcoming and inclusive. The curriculum offers a balance

of perspectives and creative projects provide scope for students to engage in topics that are important to them - particularly in the modules 'In the Edit' and 'Post Picture Lock'. In addition, all students are offered opportunities to contribute to the tone and direction of the course through structured feedback sessions and consultancy for larger curriculum changes.

<u>Equip students with the skills to positively contribute to and work in a global diverse world</u>

The curriculum will engage materials that expose diverse approaches to film, TV and content. This includes screening and analysing films that reflect a range of cultural contexts. You will also be presented with opportunities to explore the value of working with teams from a range of backgrounds and viewpoints. This occurs within collaborative projects with other film students and outside of film through cross-disciplinary projects and Future Skills activities.

Learning and Teaching Methods

The below list outlines the core categories of learning and teaching methods used in this course.

<u>Workshops</u>

Post production sessions that support the acquisition of subject-specific skills and Future Skills competencies. Workshops are low-risk and may cover topics such as offline and online editing, sound, grading, workflow, and deliverables.

<u>Project Briefings</u>

Smaller and larger scale creative and technical briefs that extend, reinforce, and assess understanding of post production processes.

<u>Demonstration</u>

Practical, guided introductions to key tools, techniques, and workflows, that underpin post production. The student body is also encouraged to request bespoke demonstrations on specialist skills that exist around the core curriculum.

<u>Review</u>

Taking multiple forms, 'review' describes the opportunity to offer and receive feedback on ideas and work in progress. Review activities engage staff, students, and industry specialists.

<u>Peer Learning</u>

Often positioned within other learning and teaching methods, Peer Learning refers to structured opportunities for students to learn with and from one another - i.e. to share knowledge, skills, experiences, and perspectives. Peer learning underpins group projects yet is also utilised in review sessions, research tasks, and flipped classroom activities, alongside other methods.

<u>Tutorials</u>

Individual and small group sessions that enable personalised academic and professional growth. This may include clarification of existing knowledge, discussions on subject matter of a more personal interest, the pursuit of individual creative enquiry, and the facilitation of personal and professional development.

<u>Seminars</u>

Discussion-led sessions that are typically initiated by a provocation in post production. Seminars are in part an opportunity to critically engage the cultural context, subject matter, and aesthetics of post production.

<u>Lectures</u>

Talks from permanent staff, visiting academics, and industry specialists that help you acquire knowledge and a rounded understanding of post production.

<u>Guided Independent Study</u>

Self-managed time where you prepare to engage with new technology, as well as extend the knowledge and skills introduced in teaching sessions. Independent study is an important component of undergraduate study that supports lifelong learning. 'Guided' means that tutors will provide direction to help you pursue independent study effectively.

Induction Week

An opportunity to prepare for learning. At Level 4 in particular, Induction Week provides time for you to ease into undergraduate study. You will meet your tutors and other students and learn about your course. All study levels are invited to participate in a programme of social activities, meetups, and no-risk creative challenges.

Enrichment Week

A 'pause' week, one positioned is teaching block 1 and one in teaching block 2, that provides space for you to work on projects and engage learning activities that fall outside of filmmaking. Enrichment week may also include field trips and self-initiated opportunities to seek short work placements.

Assessment

Assessment in this course is designed in accordance with the principles set out in The Kingston University Academic Framework.

Assessment Types

Assessment in this course is both formative and summative. Formative assessment is intended to help you identify strengths and opportunities for learning against, all framed within a specific task/set of tasks that engage the learning objectives of a module. It is an assessment for learning. Summative assessment - although a developmental exercise in itself - can be characterised as an assessment of learning. Credit awarded for summative assessment therefore contributes to the mark you receive for a module.

Summative assessment types engaged in this course include but are not limited to:
- Portfolios (see below)
- Practical Project Outcomes (e.g. short films, drama, documentary)
- Skills Collections (e.g. Technical Skills Passport)
- Research Files (e.g. research documents, case studies)
- Reflective Commentaries
- Presentations (e.g. pitches, showcase events)

Formative assessment types include but are not limited to:
- Film screenings
- Film screenings and analysis
- Learning logs
- Peer feedback and feed forward activities
- Quizzes and polls
- Concept maps
- Research plans
- Discussion roundtables

Early First Assessment

This course includes a low-stakes assessment in the Level 4 module 'Story and Script'. This assessment contributes 20% of the module mark and takes place within the first 6 weeks of teaching block 1. The early first assessment is 'self-diagnostic' in that it helps you identify areas of strength and learning opportunity towards the start of your degree programme. The insights generated from the self-diagnostic combine

with self-reflection activities undertaken in Future Skills 'Navigate' to help you define a Personal Development Plan for Level 4.

Assessment of Group Work

Filmmaking is a collaborative discipline. As such it is expected that several of your summatively assessed projects will benefit from and require group working. Tutors support this work by providing guidance on how to approach co-creation, as well as adopting matchmaking strategies that aim to balance skills, experience, and interests across groups.

To ensure fairness in assessment, collaboratively-developed assessed projects always include a component that allows individual effort to be specified. This is called a 'statement of contribution'. The assessment of group work also often includes an opportunity for individuals to discuss the processes and personal learning they undertake across the project. In these cases, a proportion of the total mark is awarded for the evidence produced (via documentation). For the practical work itself, a proportion of the total mark is awarded to the group (i.e. each person receives the same mark), and the remainder of marks are awarded to individuals to acknowledge individual effort. The proportion of marks that are awarded to the group and to the individual (e.g. 70% for the group and 30% for the individual) is specified in assessment briefs and marking rubrics.

Portfolio Assessments

A portfolio assessment is a single element of assessment that includes a number of distinct pieces of work - of varying types (e.g. a film, post production paperwork, evaluative writing) - that each evidence unique skills. This differed from the 'Compilation' assessment format, which is a multipart curation of pieces of the same/a similar type (e.g. a collection of exercises that demonstrate post production skills).

In the context of this course, the portfolio as a whole will address a rounded constellation of skills related to the development and evaluation of a film project. The scope of a portfolio assessment is proportional to its mark weighting (e.g. 50% of a module mark) and level of study in which it is positioned (e.g. expectations at Level 6 will be higher than Level 4). To ensure appropriate student workloads, modules are limited to a maximum of one summatively assessed portfolio. To support the development of quality work, portfolios are developed longitudinally and iteratively across a module with regular guidance from tutors and review from peers.

Experimentation and Creative Risk-Taking

This programme includes a focus on experimentation and risk-taking as a means to pursue original ideas and an individual creative voice. Select assessment items are designed to offer an opportunity for you to detail your approach to experimentation alongside the submission of practical project outcomes. Where a commentary is not required as part of a given assessment item, assessment briefs and marking criteria will outline the extent to which creative risk-taking is encouraged or expected.

F. Support for Students and their Learning

You are supported by the following initiatives and resources:
- Knowledgeable and supportive teaching teams who have worked, and largely continue to work, in the Creative Industries

- Engagement with a network of film and TV studios, post houses and creative employers that offer live briefs, industry-insight talks, and mentorship opportunities
- Engagement with a Future Skills programme, embedded within each level of the course, that helps you build key skills that employers need
- A maintained Student Info Portal that provides information and guidance on topics that range from course admin and IT help to professional networks and wellbeing
- Reasonable adjustments in terms of learning, teaching, and assessment for students with defined and declared support needs
- Access to the Google Suite, which includes Google Classroom, Google Drive, and various Google applications
- Access to Adobe Creative Cloud and a range of professional-grade software used in the Film and TV industry
- Access to LinkedIn Learning which offers a diverse range of video courses for technical training

Personal Tutor Scheme

Boomsatsuma adopts the Kingston University Personal Tutor Scheme, which is partly embedded into Future Skills modules ('Introduction to Film', 'Post Picture Lock' and 'Industry'). The Personal Tutor Scheme is a structured series of individual and/or group meetings that focus on personal and professional development.

Peer Mentor Scheme

The peer mentor scheme is a mechanism for connecting students - often those in lower levels of study to those in higher levels of study. Its intention is to facilitate a reciprocal sharing of knowledge, experiences and practical advice that both individuals make the most of undergraduate study. Engagement with the scheme is optional but highly encouraged and enabled by boomsatsuma.

G. 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 with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course:
- *PSRB standards*
- *QAA Subject benchmarks*

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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		
		BF4013	BF4014	BF4016	BF4015	BF5016	BF5010	BF5014	BF5009	AUG26-BS6010	AUG26-BS6011	AUG26-BS5558
Knowledge & Understanding	A1	S				S						S
	A2				S	S	S				S	
	A3	S			S	S				S		
	A4			S				S	S			S
Intellectual Skills	B1	S	S						S			S
	B2	S		S			S		S	S		S
	B3	S							S		S	S
	B4	S			S	S		S			S	
Practical Skills	C1			S	S			S		S		
	C2				S	S	S				S	
	C3		S	S				S	S	S	S	

	C4		S	S				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.

Additional Information