

## **Award Information Form (AIF)**

The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

### **SECTION 1 - General Award Information**

<b>Qualification (award type)</b>	BA(Hons)
<b>Award Title</b>	Film
<b>Intermediate Qualification(s)</b>	Cert HE, Dip HE
<b>Awarding Institution</b>	University College Falmouth
<b>Location of Delivery</b>	Tremough
<b>Duration of Award</b>	3 years full-time
<b>Professional, Statutory and Regulatory Body accreditation</b>	n/a
<b>Accreditation Renewal Date (Month and Year)</b>	n/a
<b>Route Code (SITS)</b>	BAFILMFF
<b>UCAS Course Code</b>	W610
<b>Relevant External Benchmarking</b>	QAA Subject Benchmark Statement: 'Communications, Film, Media and Cultural Studies' 2008

## SECTION 2 – Entry Requirements, Student Support and Further Opportunities

### Entry requirements

Standard:

Standard entry requirements for UK students and students from the European Union – University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different ‘level’ qualifications e.g. A Levels are considered a ‘Level 3’ qualification. A BA(Hons) degree is a Level 6 qualification.

<b>For entry to Year 1 of an undergraduate degree</b>	
<p><b>Level 3 qualifications</b></p> <p>Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:</p>	A levels (but not AS or A1 levels on their own)
	National Diploma
	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
	Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)
<p><b>*14-19 Advanced Diploma</b></p> <p>Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:</p>	<p><b>Creative &amp; Media</b> BA(Hons) Photography, Dance, Theatre and all Media degrees</p>
	<p><b>Manufacturing &amp; Product Design</b> BA(Hons) 3D Design</p>

**For entry to Year 2 or 3 of an undergraduate degree**

**Level 5 qualifications**

If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:

Foundation Degree

Higher National Diploma

Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit [www.falmouth.ac.uk/international](http://www.falmouth.ac.uk/international) for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement

Additional:

**Student Support**

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

**Academic Liaison Librarians** provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software, Refworks for UCF. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for research and

dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

**The Careers Advisory Team** provide strong support for students during their period of study and offer a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

**The Educational Development Lecturers** work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

**ASK: Academic Skills** provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-session English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

**The IT Trainer** provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, through structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There is also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

### **Students with disabilities**

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

### **Distinctive Features**

Film at Falmouth prides itself on its structured development of academic, practical and creative strands. These practical and creative strands are currently Short Film-making (with the use of both traditional and digital technologies), Screenwriting and Film Journalism and these run in conjunction with, or parallel to, more traditional Film Studies units such as World Cinema, Contemporary American Cinema etc. The team's core activity is blended delivery and learning through work that engages with theory and practice, often at the same time, each informing the other. Students experience all three practical and creative strands before selecting from a range of specialist and transferable skills in order to construct the course that suits them. The digital revolution that filmmaking has undergone in the two past decades is regarded to be at the core of both practical and theoretical endeavours. Students are taught how to adjust to this transition of the overall film market both in terms of their own film production experience and their academic critical thinking.

### **Career/further study opportunities**

The BA(Hons) Film award will provide you with a diversity of experiences and enable you to develop a strong skills base and theoretical underpinning. On completion you will have a targeted portfolio of creative work and developed a keen sense of enterprise. These will equip you well to identify, create and respond to the many opportunities that exist within your field, including for example:

- Film Production;
- Screenwriting;
- Film Journalism;
- Film promotion/events management;
- Teaching.

Further career opportunities/destinations include:

- Sound Design
- Arts administration
- Freelance practice
- Project development/production

Further study opportunities include:

- Postgraduate practice
- PGCHE (teaching programme)
- Postgraduate research

## SECTION 3 – Teaching, Learning and Assessment

### Educational Aims

**BA(Hons) Film** seeks to provide an educational experience for students that achieves the following aims:

#### Primary course aim:

To educate students who, on graduation, will have developed a creative and productive skills base within conventional and digital film-making, screen writing or film journalism, informed by well-developed critical understanding of film, cinema and new media theory.

#### Subsidiary aims

To allow you to develop:

1. Specialist skills in conventional/digital film making, screen writing or film journalism appropriate within clearly articulated professional contexts.
2. A body of personal creative and academic work situated, developed and articulated through a critical appreciation of the relationship between theory and conventional/digital practice.
3. Time and project management and interpersonal skills which allow the achievement of personal potential.
4. Critical consideration and application of film studies theory (both traditional and digital media based), criticism and modes of analysis
5. Critical consideration and application of a range various methodological underpinnings of traditional and digital media based film theory
6. Deep, critical and applied knowledge of the aesthetic, technical and cultural history of selected considerations of the moving image including contemporary applications of digital imaging to animation, special effects, editing techniques, advertising, and distribution of film via Internet.

### Learning Outcomes

Upon successful completion of this award, you should be able to demonstrate that you have:

Knowledge and Understanding of:

1. The critical engagement with intellectual paradigms and appropriate traditional/digitally based film theories and approaches in cultural and film criticism explored throughout the programme and, in particular, those appropriate to the chosen area of study.
2. Contexts, concepts and applications of at least one negotiated specialist area of the subject (filmmaking, screenwriting, sound design, writing about film).
3. How to originate, plan, develop, produce and present an extended, original, and advanced piece of film studies research in a specific area of film study using appropriate academic written and oral and IT based communication methods.
4. The application of modes of analysis and critical and original thinking fostered and developed throughout the programme, and methodologies of original and advanced research portfolio and/or practical/creative practice.

5. Specific skills (practical, technical and creative) relevant to the film and new media industries

Skills – ability to:

6. Structure and communicate complex ideas appropriately, creatively and effectively in practice, orally, in writing and with the use of IT and other digital techniques
7. Evaluate, select and apply a variety of critical and analytical techniques and select appropriate research methodology skills in order to realise visual, textual and/or IT-based resources
8. Develop a coherent and convincing line or argument through critical reflective practice and evaluation of a broad range of information sources to enhance academic and/or professional skills and knowledge.
9. Critically integrate theory and practice for innovative and creative problem-solving to enhance academic and/or practical/creative projects.
10. Initiate and develop complex theory orientated and/or practical/creative projects with an ongoing awareness of time and planning skills, and demonstrate a range of interpersonal skills including initiative and negotiation in individual and group working.

### Teaching Strategy

The teaching strategies deployed within the award seek to reflect and apply the educational philosophy of the institution and the rationale, aims and learning outcomes of the course. The intention is to engage the active participation of a committed group of academic and technical staff and students. The range of strategies aims to encourage the development of the critical practitioner and the production of a mature body of work.

**Lectures and seminars** allow key issues to be introduced and provide specialist input. Seminars promote dialogue and debate, and promote a flexible forum in which the linking of theory and practice can be explored.

**Group and individual tutorials** are an important point of ongoing contact between staff and students, and provide a forum for peer debate. They also function as an intimate and supportive environment for providing critical feedback on your and other students' work.

**Practice-based workshops** provide the means of developing practical skills, and allow you opportunities to learn and develop conceptual frameworks and practical skills. Guidance is also given in the use of technical equipment and techniques.

**Blended Learning** enables you to combine face-to-face contact with staff and other students with working from remote locations, perhaps dictated by circumstances. It also provides access to a range of resources not dictated by geography, or through being on one or other of our campuses.

Use of the **Virtual Learning Environment** supports a student-centred learning approach, enhancement for the diverse needs and learning preferences of different groups of students, and also facilitates collaborative learning.

**Group working** - as part of enabling you to appreciate and develop professional practice, you will

work together to share knowledge and develop understanding of co-operative practice and teamwork.

**Work placement and live projects** - there will be opportunities for you to experience aspects of the career path you plan to pursue, and this will be supported by careers guidance and information.

**Self and peer evaluation** trains you to reflect critically on your work and the learning experience, and to develop responsibility for your progress, as the curriculum moves from staff-directed to student-directed study.

### **Assessment Strategy**

Assessment offers you the opportunity to engage in an active learning process that confirms your achievement, obtain feedback on your progress, so that you can identify strengths and weaknesses and obtain an evaluation of your performance. Assessment provides the course team with a means of offering students guidance in evaluating their own progress, a means of offering students advice and guidance on their work, a means of monitoring and evaluating the course and a basis for conferring the final award. Throughout the practical elements of the course, you will continually engage with processes of peer and group critique to allow you to develop a reflective and evaluative appreciation of your own practice.

The modes of assessment used in this award include:

- Single or multiple performances in individual and/or group contexts
- Portfolio of work
- Small in-lecture tasks (individual and group)
- Tests
- Essays
- Project Presentation
- Project Documentation

Often more than one mode of assessment will be used within a module to ensure that you can demonstrate that you have met all of the learning outcomes. The work produced for these assessments develops graduate outcomes required in employment, such as a high level of performance competency, time management, written and oral communication, portfolio production, and team-working. This is alongside self motivation and independence and creativity of thought.



*University College*  
**FALMOUTH**

**Curriculum Structure, Assessment Methods and Learning Outcomes**

Module code	Level	Module Name	Credit	Semester 1/2	Core (C) Option (O)	Assessment methods*	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
							1	2	3	4	5	6	7	8	9	10
FLM110	4	Professional Practice 1	20	1	C	PO/PC		TPA			TPA				TPA	TPA
FLM170	4	Film History and The Canon	20	1	C	ES			TPA	TPA			TPA			TPA
FLM130	4	Theory, Criticism, Analysis	20	1	C	ES	TPA		TPA			TPA		TPA		
FLM140	4	Professional Practice 2	20	2	C	PO/PC		TPA			TPA				TPA	TPA
FLM150	4	History of the Moving Image	20	2	C	ES/AR/PO or ES	TPA		TPA					TPA		TPA
FLM160	4	Post WW2 World Cinema	20	2	C	JL	TPA		TPA			TPA		TPA		
FLM210	5	Film, Postmodernism and New Media	20	1	C	ES/AR or ES	TPA		TPA				TPA	TPA		
FLM220	5	American Cinema	20	1	O	ES	TPA		TPA					TPA		TPA
FLM221	5	Film and National Identities: British Cinema	20	1	O	ES	TPA		TPA					TPA		TPA
FLM233	5	Transnational Cinema	20	1	O	ES	TPA		TPA					TPA		TPA
FLM230	5	Advanced Screenwriting (Shorts)	20	1	O	ES/PO/OT		TPA			TPA				TPA	TPA
FLM231	5	Sound Design: Theory and Practices	20	1	O	ES/AR or ES	TPA	TPA							TPA	TPA
FLM232	5	Documentary	20	1	O	ES/AR or ES	TPA			TPA				TPA	TPA	
FLM234	5	Adaptation	20	1	O	ES/AR or ES	TPA	TPA							TPA	TPA
FLM240	5	Research and Methods	20	2	C	CS or PO			TPA	TPA				TPA	TPA	
FLM264	5	Film & The Environment	20	2	O	ES	TPA		TPA					TPA		TPA
FLM251	5	Women and Film	20	2	O	ES	TPA		TPA			TPA		TPA		
FLM260	5	Advanced Screenwriting (Features)	20	2	O	ES/PO/OT		TPA			TPA				TPA	TPA
FLM261	5	Writing About Film	20	2	O	PO	TPA	TPA			TPA		TPA			
FLM262	5	Script to Screen	20	2	O	ES, PO/AR		TPA			TPA				TPA	TPA
FLM263	5	Experimental and Avant-Garde Cinema	20	2	O	ES/AR or ES	TPA			TPA				TPA	TPA	
FLM265	5	Cult Film	20	2	O	ES	TPA		TPA					TPA		TPA
FLM301	6	Research Practice	20	1	C	PO	TPA		TPA			TPA	TPA			
FLM302	6	Professional Development Portfolio	20	1	C	PO, PR		TPA			TPA			TPA		TPA
FLM303	6	Conceptual Development (Theory)	20	1	C	PR	TPA		TPA			TPA	TPA			
FLM304	6	Professional Practice Portfolio	20	2	C	PO				TPA	TPA				TPA	TPA
FLM305	6	Dissertation	20	2	C	DI	TPA			TPA		TPA		TPA		
FLM306	6	Conceptual Development (Practice)	20	2	C	PR				TPA	TPA				TPA	TPA

\*The following codes for assessments methods apply:-

AR	Artefact	IT	in-module test	PR	presentation
CB	computer-based	LR	literature review	RE	individual report
CS	case study	PC	practical	OR	oral
DI	dissertation or project	PF	performance	OT	other
ES	Essay	PL	placement		
GR	group report	PO	portfolio		

## SECTION 4 – Learning and Employability

### Skills Development Strategies

#### Knowledge and Understanding

You will draw on theoretical, practical and material knowledge and synthesise these to make new work.

#### Practical Skills

In addition to developing intellectual and production skills and techniques, you will also employ methods of research in relation to your own body of practice, evaluating materials, processes and approaches and evidencing appropriate strategies in their communication and creation.

#### Intellectual skills

To help with the development of this you will engage with and reference a variety of sources of information in the development of your own ideas and work, making informed choices about their validity and evidencing your decisions.

#### Transferable Skills

You will engage and contribute to seminars and lectures, produce presentations – oral or written, engage in group work, discuss your own and others' practice, invoke modes of communication appropriate for effect communication of ideas.

### Team Working

So that you can learn to appreciate and develop industry/professional practice, you will work together on collaborative projects to share knowledge and develop your understanding of co-operative practice and teamwork.

### Improving Learning and Performance

The learning and performance strategies deployed within the award seek to reflect and apply the educational philosophy of the institution and the rationale, aims and learning outcomes of the course. The intention is to engage the active participation of a committed group of academic and technical staff and students. The range of strategies aims to encourage the development of the critical practitioner and the production of a mature body of work.

### Career Management Skills

During the programme you will develop career management skills, which are integrated within the processes of personalised learning for employability and the professional student. You will undertake self-assessment to identify your strengths, interests and development needs in relation to external criteria, under the guidance of an academic advisor. The process of assessment is informed by staff and peer review of your work. Specific career management skills (for example, effective and economical instrumental practice) are addressed in appropriately focussed modules.

### HEAR / Progress Files

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

**Professional Standards**

During your course of study, you will be made aware of various professional bodies which may be advantageous for your professional development.

Should students find themselves involved in working with children or young adults during their course of study – whether on projects or on placements – the University College will guide them in acquiring the necessary Criminal Records Bureau certification.