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Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA (Hons) Film

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of Arts
4. Teaching Site	Canterbury
5. Mode of Delivery	Full-time
6. KentVision Academic Model	<i>To be completed in due course, once approved by the University</i>
7. Programme accredited by	N/A
8. a) Final Award	BA (Hons) /
8. b) Alternative Exit Awards	BA (non hon) Film; Diploma in Film Certificate in Film
9. Programme	Film
10. UCAS Code (or other code)	W610
11. Credits/ECTS Value	360 Credits (180 ECTS)
12. Study Level	Undergraduate
13. Relevant QAA subject benchmarking group(s)	Communication, media, film and cultural studies (2016)
14. Date of creation/revision (<i>note that dates are necessary for version control</i>)	Created 22 October 2008. Revised February 2010; Feb 2012; July 2014; September 2015; November 2017; February 2018; September 2019
15. Intended Start Date of Delivery of this Programme	September 2020

16. Educational Aims of the Programme

The programme aims to:

Aims which place the study of the discipline in context:

- Provide students with knowledge and skills in film studies.
- Develop existing and new areas of teaching in response to the advance of research and scholarship within the subject as well as new developments in film.

- Develop students' awareness of and sensitivity to the contexts of production and consumption of film.

Aims in relation to the mission statement:

- Produce graduates who have an informed, critical, analytical and creative approach to understanding film as a cultural and aesthetic expressive media. Whilst this programme is committed to enabling students to meet the challenges of employment (including self-employment) in society, it emphasises that the fostering of employability requires the development of students' creative, intellectual, analytical and research skills.
- Attract outstanding students irrespective of race, background, gender, and disability, from both within the UK and overseas.
- Widen participation in higher education within the local region.

Aims in relation to the learning and teaching strategy:

- Develop students' critical, analytical and creative skills in relation to film studies and, where undertaken, in relation to screen production.
- Develop students' ability to think independently and flexibly
- Enhance students' skills of interpersonal interaction and develop their reflexiveness across both individual and group work.

17 Programme 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 subject benchmarking statement for Communication, Media, Film and Cultural Studies (2016).

A. Knowledge and Understanding of: (*i.e. subject-specific knowledge and understanding*)

1. particular media forms and genres, and the way in which they organise understandings, meanings and affects **(SB4.2.v)**
2. the ways in which different social groups may make use of cultural texts and products in the construction of social and cultural realities, cultural maps and frames of reference **(SB4.2.x)**
3. the development of media and cultural forms in a local, regional, national, international or global context **(SB4.3.ii)**
4. the social, cultural economic, and political histories from which different media, film and cultural institutions, modes of communication, practices and structures have emerged **(SB4.3.iii)**
5. the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems **(SB4.3.iv)**
6. the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments **(SB4.3.v)**
7. the history of communication, film and media technologies, and a recognition of the different ways in which the history of, and current developments in, media and communication can be understood in relation to technological change **(SB4.3.vi)**
8. the ways in which theories, debates and concepts have evolved in particular historical contexts **(SB4.3.ix)**
9. the ways in which individuals and groups express their identity and communicate such identities culturally **(SB4.4.ii)**
10. key production processes and professional practices relevant to media, film, cultural and communicative industries, and ways of conceptualising creativity and authorship **(SB4.4.iii)**

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11. the cultural and social ways in which aesthetic judgements are constructed and aesthetic processes experienced **(SB4.5.ii)**
12. the production and reception of a range of aesthetic pleasures associated with cultural, film and media products **(SB4.5.v)**
13. the narrative processes, generic forms and modes of representation at work in media and cultural texts **(SB4.5.vi)**
14. the ways in which identities are constructed and contested through engagements with culture **(SB4.6.ii)**
15. how disability, class, ethnicity, gender, religion, nationality, sexuality, and other social divisions play key roles in terms of both access to the media and modes of representation in media texts **(SB4.6.iii)**

Skills and Other Attributes

B. Intellectual Skills: *(i.e. subject-specific intellectual skills)*

1. engage critically with major thinkers and debates within the field, putting them to productive use **(SB5.2.i)**
2. understand forms of communication, media, film and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change **(SB5.2.ii)**
3. comprehend how different social groups variably make use of, and engage with, forms of communication, media, film and culture **(SB5.2.iii)**
4. make critical judgements in the understanding and evaluation of these forms **(SB5.2.iv)**
5. consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates **(SB5.2.v)**
6. engage critically with major thinkers and debates within the field, putting them to productive use **(SB5.2.i)**
7. understand forms of communication, media, film and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change **(SB5.2.ii)**
8. comprehend how different social groups variably make use of, and engage with, forms of communication, media, film and culture **(SB5.2.iii)**
9. make critical judgements in the understanding and evaluation of these forms **(SB5.2.iv)**
10. consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates **(SB5.2.v)**

C. Subject-specific Skills: *(These will include practise and professional skills)*

1. produce work that uses the effective manipulation of one or more of sound, images, and the written word, including understanding relevant industry standards and how they are defined and achieved **(SB5.3.i)**
2. initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic and digital media **(SB5.3.iii)**
3. experiment, as appropriate, with forms, conventions, languages, techniques and practices **(SB5.3.iv)**
4. employ production skills and practices to challenge or advance existing forms and conventions and to innovate **(SB5.3.v)**

D. Transferable Skills: *(Non-subject specific key skills)*

1. work in flexible, creative and independent ways, showing self-discipline, awareness of relevant ethical considerations, self-direction and reflexivity **(SB5.6.i)**
2. collate, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms **(SB5.6.ii)**
3. retrieve and generate information, and evaluate sources, in carrying out

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independent research **(SB5.6.iii)**

4. organise and manage supervised, self-directed projects **(SB5.6.iv)**

5. communicate effectively in interpersonal settings, in writing and in a variety of media **(SB5.6.v)**

6. work productively in a group or team, showing abilities at different times to listen, contribute and also to lead effectively **(SB5.6.vi)**

7. deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach **(SB5.6.vi)**

8. develop, as appropriate, specific proficiencies in using a range of current and emergent media technologies **(SB5.6.x)**

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Lectures delineate and communicate core knowledge, outline key aspects of topics, place issues in relation to film(s) screened through exemplary sequence viewing, and focus concerns for seminar discussion. Seminars are student and tutor-led, focussing on the articulation of issues as well as exploring students' engagement with and understanding of these issues. Seminars enable students to develop their skills of analysis and critical reflection through group debate. Essay writing involves student-directed learning and research. Essays engage students in synthesizing their understanding across their reading, film-viewing and seminar participation, to produce structured and persuasive discussion showing clear command of the technical language of film studies, and effective use of visual and written textual examples in support of their analysis and arguments. Assessment: at Levels 4, 5 and 6 all modules are assessed by a mix of exams and coursework involving skills exercises, critical discussion and essay writing. Seminar participation, including oral performance and seminar presentations, may also be assessed.

Transferable and key skills are developed in all modes of teaching and learning, with certain skills focussed through specific forms of learning and teaching – for example, lecture and seminar participation develop listening, attention and focus; self-directed project and essay writing develop skills of expression, communication, organisation and research. The development of subject-based intellectual skills requires the correlative development of generic skills of analysis, discrimination and assessment. Seminar work and group practice work develops team and group interaction skills. The knowledge-base of the subject promotes the understanding of the social context and role of film production and consumption.

Assessment of transferable skills is part of the on-going assessment of work within all taught modules.

Teaching and Learning in practice modules: Lectures and workshop tutorials delineate and communicate core knowledge. Seminars and workshops offer 'hands-on' training in equipment skills and conceptual understanding of approaches to filmmaking and the aesthetic capabilities of technology and equipment; workshop seminars in screenwriting are tutor-led reflexive learning sessions based on student work presented. Self-reflection and evaluation is developed through diary and self-assessment essay.

Assessment of practical modules is 100% coursework: audio-video production, proposals, presentations, diary portfolio, critical analysis essay, participation.

Assessment of transferable skills is part of the on-going assessment of work within all taught modules.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.

18 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over three years full-time or six years part-time.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Film. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Film. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Compulsory modules:

- FI313 cannot be compensated, or condoned.
- **Either** FI315 **or** FI316 can be compensated, or condoned.

If a student obtains an average mark of 60 or above at Stage 1, they may be eligible to undertake a Faculty Placement Year or a year or term abroad.

Trailing is not permitted for any module on this programme of study.

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules – 90 credits					
Students are required to take FI313, FI315 and FI316. Students must pass FI313 Film Style and <i>either</i> FI315 Film Theory <i>or</i> FI316 Film Histories in order to proceed to stage 2					
FILM3130	FI313	Film Style	4	30	Autumn
FILM3150	FI315	Film Theory	4	30	Autumn or Spring

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FILM3160	FI316	Film Histories	4	30	Autumn or Spring
<p>Optional Modules – 30 credits Students must select the remaining 30 credits from Level 4 Arts modules, or from the available wild modules.</p> <p>Students must take FI308 or FI309 in order to take 'Band 1' modules in Stages 2 and 3. A maximum of 120 credits of 'Band 1' modules (indicated 'B1' <i>in the Student Handbook</i>) can be taken across Stages 1, 2 and 3, and no more than 30 'B1' credits in each term.</p>					
FILM3080/ FILM3090	FI308/309	Introduction to Filmmaking	4	30	Autumn or Spring
<p>Stage 2</p> <p>Optional Modules – 120 credits Students must select at least 90 credits from Level 5 Film modules. Students are permitted to substitute up to 30 Credits in Stage 2 from another subject, i.e. Wild Modules, offered at any Level. A maximum of 120 credits of 'Band 1' modules (indicated 'B1' <i>in the Student Handbook</i>) can be taken across Stages 1, 2 and 3, and no more than 30 'Band 1' credits in each term.</p>					
<p>Stage 3</p> <p>Optional Modules – 120 credits Students must select at least 90 credits of Level 6 Film modules . Students are permitted to substitute up to 30 credits in Stage 3 from another subject, i.e. Wild Modules, offered at any Level. A maximum of 120 credits of 'Band 1' modules (indicated 'B1' <i>in the Student Handbook</i>) can be taken across Stages 1, 2 and 3, and no more than 30 'B1' credits in each term.</p>					

<p>19 Work-Based Learning</p> <p>Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will be available to meet with the work placement provider as required to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.</p> <p>Students will have the opportunity to take the Faculty Placement Year http://www.kent.ac.uk/humanities/studying/placement/</p>
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<p>20 Support for Students and their Learning</p> <ul style="list-style-type: none"> • School and University induction programme • Programme/module handbooks • Library services http://www.kent.ac.uk/library/ • Student Support http://www.kent.ac.uk/studentsupport/ • Student Wellbeing www.kent.ac.uk/studentwellbeing/ • Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/ • Centre for English and World Languages http://www.kent.ac.uk/cewl/index.html • Student Learning Advisory Service http://www.kent.ac.uk/uelt/about/slas.html • PASS system https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html
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- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentsupport/medical-centre.html>
- Academic Adviser system School of Arts' Student Support Office
- School of Arts' Senior Tutor Office
- Embedded skills training at each level of study
- Continuous monitoring of student progress and attendance

21 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the University prospectus

Five GCSE passes, including English and at least three subjects at A-level.

Mature students are considered on individual basis. Overseas Students must provide evidence of proficiency in English, such as 6.5 in the IELTS test and a minimum 6.0 in reading and writing.

21.2 What does this programme have to offer?

- An excellent grounding in Film theory, history and practice, achieved through the close analysis of films and analytical study of a wide range of pertinent conceptual and theoretical literature, together with related study of television forms.
- Great facilities on a friendly and accessible campus: all films are screened in cinema conditions; there is up-to-date equipment for moving image production work; our regional art film theatre, the Gulbenkian, shows films frequently.
- A long tradition of scholarly and critical study of film, a commitment to the pursuit of excellence in teaching in a department highly rated for its innovative research in the field. The School of Arts, which includes Film, has achieved 1st in the UK in our category of Music, Drama, Dance and Performing Arts with a total research power score of 121.60 for the REF 2014. 83% of our research has been assessed as world leading or internationally excellent in terms of its originality, significance and rigor. This is an outstanding result and places us within the top quartile of all UK Universities undertaking research in the arts. We also received 90% 4* for our Research Environment which puts us fourth in the league table.
- Interdisciplinary research is focussed through our School Research Clusters, such as the Film, Media and Culture Research Cluster and the Aesthetics Research Centre. A unique breadth of modules, covering cinema from the silents to the digital, and from around the world, and an exemplary and eclectic range of approaches to film, spanning the entire discipline.
- The opportunity to undertake moving image production work that complements critical and theoretical work in Film Studies.
- The development of a broad range of skills that are highly sought after by employers and that open up a wide range of careers to graduates, including film-related jobs and professions in other fields.

21.3 Personal Profile

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- An interest in the study of film and the moving image
- A willingness to engage in informed debate about films, film criticism and film theory
- Good skills of expression and argument (written and oral) and/or a willingness to develop them
- A desire to use critical and theoretical understanding of film to inform filmmaking practice
- An ability to undertake some self-directed study in order to develop an understanding of films, or a willingness to develop this ability

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- Student Voice Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Student Voice Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

22.4 Staff Development priorities include:

- PGCHE requirements
- Academic Practice Provision
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences

- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

23 Indicators of Quality and Standards

- Results of periodic programme review (see <https://www.kent.ac.uk/teaching/ga/review.html> for the review schedule)
- Most recent QAA Higher Education Review
- Annual External Examiner reports
- Annual programme and module monitoring reports

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for Communication, Media, Film and Cultural Studies (2016)
- School and Faculty plan
- University Strategy <https://www.kent.ac.uk/strategy/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)

24 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

This version of the template updated October 2019

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Programme Title: BA (Hons) Film

STAGE 1					
	FI313 Film Style	FI314 Hollywood Studios	FI315 Film Theory	FI316 Film Histories	FI308/309 Introduction to Filmmaking
Knowledge and Understanding					
A1	X	X	X	X	X
A2	X	X	X	X	X
A3			X	X	
A4		X	X	X	
A5	X	X	X	X	X
A6	X	X	X	X	X
A7	X		X	X	X
A8	X	X	X	X	X
A9	X	X	X	X	X
A10	X	X	X	X	X
A11			X	X	
A12	X		X	X	X
A13	X	X	X	X	
A14	X	X	X	X	
A15	X	X	X	X	
Intellectual Skills					
B1	X	X	X	X	
B2	X	X	X	X	
B3		X	X	X	
B4	X	X	X	X	
B5	X	X	X	X	X
B6	X	X	X	X	X
B7	X		X	X	
B8	X	X	X	X	X
B9	X	X	X	X	X
B10	X	X	X	X	X
Subject-specific Skills					

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C1	X	X	X	X	X
C2	X	X	X	X	X
C3			X	X	
C4	X	X	X	X	X
Transferable Skills					
D1	X	X	X	X	X
D2	X	X	X	X	X
D3	X	X	X	X	X
D4	X	X	X	X	X
D5		X	X	X	X
D6	X	X	X	X	X
D7	X	X	X	X	X
D8	X	X	X	X	X

Note: Optional Modules cover all programme learning outcomes irrespective of the combination taken.