**Programme Specification**

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| **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. |

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| **BA (Hons) Film (Joint Honours)** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **School responsible for management of the programme**
 | School of Arts |
| 1. **Teaching Site**
 | Canterbury  |
| 1. **Mode of Delivery**
 | Full-time or part time |
| 1. **Programme accredited by**
 | N/A |
| 1. **Final Award**
 | BA (Hons) / Fallback Award |
| 1. **Programme**
 | Film with one other subject  |
| 1. **UCAS Code (or other code)**
 | For a full list, refer to the prospectus and School of Arts Website |
| 1. **Credits/ECTS Value**
 | 360 Credits (180 ECTS) |
| 1. **Study Level**
 | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Communication, Media, Film and Cultural Studies (2008) |
| 1. **Date of creation/revision** (note that dates are necessary for version control)
 | Created 22 October 2008. Revised February 2010; Jan 2012; July 2014; October 2015 |
| 1. **Intended Start Date of Delivery of this Programme**
 | September 2008; Revised version Sept 2016 |

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| 1. **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 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 physical disability, from both within the UK and from 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 study 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.
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| **16 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 draw upon and are framed in relation to the subject benchmarking statement for Communication, Media, Film and Cultural Studies (2008).  |

**A. Knowledge and Understanding of:**

1. Particular forms of film and the way in which they organise understanding, meanings and affects **(SB4.1-4).**
2. The historical evolution of particular genres, aesthetic traditions and forms **(SB4.1-4).**
3. The ways in which critical and cultural theories and concepts have developed within particular contexts **(SB4.1-2, 4.4-5).**
4. The cultural and social contexts which affect the meaning of film works **(SB4-3, 4.5).**
5. Aesthetic judgement (SB4.4).
6. The diversity of film forms (SB4.4).
7. Conceptualisations of pleasure and identification in film **(SB4.4-5).**
8. Narrative processes in film **(SB4.4).**
9. Modes of representation at work in film **(SB4.4-5).**
10. Film conventions **(SB4.4).**
11. The ways in which different social groups may relate to and interact with film works **(SB4.1-2, 4.4).**
12. The ways in which people engage with film practices and make meaning from them **(SB4.3-5).**

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

Teaching and Learning: 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 and project-writing involve student-directed learning and research. Essays engage students in synthesizing their understanding across their reading, film-viewing and seminar participation, to produced 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.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Engage critically with major thinkers, debates, intellectual paradigms, and scholarly literature within the field **(SB5.2-3).**
2. Understand forms of film as they have emerged historically **(SB4.4, 5.2).**
3. Examine the historical, social and cultural contexts of such forms **(SB4.2).**
4. Analyse closely, interpret, and undertake critical evaluation **(SB5.2-3).**
5. Critically reflect upon own work **(SB5.2-3).**
6. Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry **(SB5.3, 6.1).**
7. Formulate appropriate research questions and employ appropriate methods and resources for exploring those questions **(SB5.2-3).**
8. Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area **(SB5.2-3).**
9. Draw and reflect upon the relevance and impact of their own cultural assumptions to the practice of research **(SB5.2-3, 5.6).**

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

Teaching and Learning: 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.

**C. Subject-specific Skills:**

1. Analyse and interpret sounds and images in time and space **(SB4.4, 5.2).**
2. Draw upon understanding and knowledge of narrative and stylistic forms and structures in film **(SB4.4, 5.2-3).**
3. Draw upon and bring together ideas from different sources of knowledge and from different academic disciplines **(SB5.2-3).**
4. Articulate understanding of visual and oral media in a written medium **(SB5.2).**
5. Effectively deploy terms and concepts specific to the study of film **(SB5.2-3, 6.1).**

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

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 film-making 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.

**D. Transferable Skills:**

1. Work in flexible, creative and independent ways, showing self-discipline, including time-management, as well as self-direction and the ability to reflect on one’s own practices. Sustain focus and apply attention to detail. Organise and manage supervised, self-directed projects. Research and evaluate sources in the process of carrying out independent study **(SB6.1).**
2. Communicate effectively and appropriately orally and in writing and – where undertaken - in other media **(SB6.1).**
3. Identify issues and questions and gather, organise and deploy ideas and knowledge in order to formulate analysis and arguments cogently. Make subtle and discriminating comparisons. Apply interpretive skills in diverse situations and contexts **(SB6.1).**
4. Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively **(SB6.1).**
5. Show insight in and understanding of the social and ethical issues surrounding contemporary communications, media, culture and society. Demonstrate the ability to draw on this understanding and knowledge in their engagement and contribution to contemporary society as workers and citizens **(SB5.6, 6.1).**
6. Draw upon IT skills in word-processing, using the Internet, and, where undertaken, skills in digital technology in relation to practice **(SB6.1).**

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

Teaching and Learning: 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 the role of film production and consumption.

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

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| For information on which modules provide which skills, see the module mapping |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**This programme is offered on a full-time basis and studied over three years or a part-time basis and studied over six years. The programme is divided into three stages, each stage comprising modules to a total of 120 credits. The 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 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 Level 5 or above, and at least 90 of which must be level 6 or above.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 cannot be compensated, trailed or condoned. Students need to pass 2 of the 3 compulsory modules on offer: * FI313 Film Style

And a choice between:* FI315 Film Theory *or*
* FI316 Film Histories

Students who take 2 compulsory modules need to pass both. Students who chose to take the 3 compulsory modules need to pass FI313 Film Style and *either* FI315 Film Theory *or* FI316 Film Histories.At Stage 1 students must complete 60 credits of Film modules which consist of 2 x 30 credit compulsory modules. Students must take between 90 and 150 credits of Film modules across stages 2 and 3. They should normally take 60 credits at each stage but they may substitute 30 credits of Film modules for a 30 credit Wild module across stages 2 and 3.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.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 and another Subject. 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 and another Subject. 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. |

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| **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1**Students must take 120 credits, 60 in each term.At least 60 credits will be Film modules from the table below.  |
| **Compulsory Modules** – Students are required to take FI313 **AND** **either** FI315 **or** FI316 |
| FI313\* | Film Style | 4 | 30 | Autumn  |
| **ONE of the following TWO modules** |
| FI315\* | Film Theory | 4 | 30 | Autumn or Spring |
| FI316\* | Film Histories | 4 | 30 | Autumn or Spring |
| **Stage 2** Students must take between 90 and 150 credits in Film modules across Stages 2 and 3. In total, from both Film and the Joint Honours subject, students must study 210 credits at Level 5 or above, with at least 90 credits at Level 6.At Stage 2, the chosen film modules must be taught at Level 5.Across Stages 2 and 3, students are permitted to substitute up to 30 Credits of Film modules from another subject, i.e. Wild Modules, offered at any level.Not all modules shown below are available every year. |
| **Optional Modules**  |
| FI602 | Documentary Cinema | 5 | 30 | Autumn or Spring |
| FI565 | British Cinema  | 5 | 30 | Autumn or Spring |
| FI537 | Postwar European Cinema  | 5 | 30 | Autumn or Spring |
| FI595 | Film Genre  | 5 | 30 | Autumn or Spring |
| FI588 | Contemporary European Cinema: New Trends and Institutions | 5 | 30 | Autumn or Spring |
| FI606 | Avant-Garde and Experimental Cinema  | 5 | 30 | Autumn or Spring |
| FI607 | Storytelling and the Cinema  | 5 | 30 | Autumn or Spring |
| FI594 | Film Authorship  | 5 | 30 | Autumn or Spring |
| FI618 | Screenwriting | 5 | 30 | Autumn or Spring |
| FI603 | Sound and the Cinema | 5 | 30 | Autumn or Spring |
| FI612 | Film and Television Adaptation | 5 | 30 | Autumn or Spring |
| FI583 | Cinema and National Identity | 5 | 30 | Autumn or Spring |
| FI590 | Improvisation for Screen (Drama-Film JH only) | 5 | 30 | Autumn or Spring |
| FI626 | Mobile Filmmaking | 5 | 30 | Autumn or Spring |
| **Stage 3** |
| Students must take between 90 and 150 credits in Film modules across Stages 2 and 3. In total, from both Film and the Joint Honours subject, students must study 210 credits at Level 5 or above, with at least 90 credits at Level 6.At Stage 3, the chosen film modules must be taught at Level 6.Across Stages 2 and 3, students are permitted to substitute up to 30 Credits of Film modules from another subject, i.e. Wild Modules, offered at any level.Not all modules shown below are available every year. |
| **Optional Modules**  |
| FI584 | The Gothic in Film | 6 | 30 | Autumn or Spring |
| FI582 | New York and the Movies  | 6 | 30 | Autumn or Spring |
| FI585 | Film Criticism  | 6 | 30 | Autumn or Spring |
| FI573 | Animated Worlds  | 6 | 30 | Autumn or Spring |
| FI615 | Cognition and Emotion in Film | 6 | 30 | Autumn or Spring |
| FI622 | Television Series: Narration, Engagement and Evaluation  | 6 | 30 | Autumn or Spring |
| FI613 | Topics in American Cinema | 6 | 30 | Autumn or Spring |
| FI543 | Cinema and Difference: Film and the Social Construction of Images | 6 | 30 | Autumn or Spring |
| FI561 | Cinema in 1920s Berlin, Paris and Moscow | 6 | 30 | Autumn or Spring |
| FI567 | Moving Image Production | 6 | 30 | Autumn or Spring |
| FI569 | Digital Domains  | 6 | 30 | Autumn or Spring |
| FI570 | Pulp Film: the Avant-Garde and Popular Cinema | 6 | 30 | Autumn or Spring |
| FI580 | Film Programming | 6 | 30 | Autumn or Spring |
| FI587 | Extreme Cinema | 6 | 30 | Autumn or Spring |
| FI620 | Images of War and Violence | 6 | 30 | Autumn or Spring |

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| **18 Work-Based Learning**Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Students will have the opportunity to take the Faculty Placement Year.For further details regarding the Faculty Placement Year please see the programme specification at <http://www.kent.ac.uk/humanities/studying/placement/> |

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| **19 Support for Students and their Learning** |
| * The School of Arts’ Student Support Office
* The School of Arts’ Senior Tutor Office
* Continuous monitoring of student progress and attendance
* Student are provided with a detailed induction, and extensive programme and module documentation
* Embedded skills training at each level of study
* The summer term skills and employability workshops
* The programme makes extensive use of Moodle, the University’s virtual learning environment, with every module having a dedicated Moodle site.
* Students are encouraged to develop personal development plans and document their learning through the use of MyFolio, with support provided in the use of MyFolio
* School and University induction programme
* Programme/module handbooks
* Library services, see <http://www.kent.ac.uk/library/>
* Student Support and Wellbeing, see [www.kent.ac.uk/studentsupport/](http://www.kent.ac.uk/studentsupport/)
* Centre for English and World Languages, see <http://www.kent.ac.uk/cewl/index.html>
* Student Learning Advisory Service, see <http://www.kent.ac.uk/uelt/about/slas.html>
* PASS system, see <https://www.kent.ac.uk/uelt/quality/code2001/annexg.html>
* Academic Adviser system
* Kent Union, see [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
* Careers and Employability Services, see [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
* Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/)
* Information Services (computing and library services), see [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
* Undergraduate student representation at School, Faculty and Institutional levels
* International Office, see [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/)
* Medical Centre, see [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html)
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| **20 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 course begins. There is no upper age limit. |
| 20.1 **Entry Route**For fuller 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. |
| 20.2 **What does this programme have to offer?** |
| * An excellent grounding in Film Studies, 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 arts film theatre, the Gulbenkian Cinema shows films frequently on site.
* A long tradition of scholarly and critical study of film, a commitment to the pursuit of excellence in critical writing, and excellent 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 Centre for the Interdisciplinary Study of Film and the Moving Image (with the School of European Cultures and Languages), our Aesthetics Research Centre (with History of Art and Philosophy), and the Centre for Cognition, Kinesthetics and Performance (Drama, Film, Psychology).
* A unique breadth of courses, 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 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.
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| 20.3 **Personal Profile** |
| * An interest in film, television and Film Studies.
* 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.
* An ability to undertake some self-directed study in order to develop an understanding of films and Film Studies, or a willingness to develop this ability.
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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations
* Annual programme and module monitoring reports, see <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
* External Examiners system, see <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 Institutional Review, see <http://www.qaa.ac.uk/InstitutionReports/types-of-review/IRENI/Pages/default.aspx>
 |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/Student Liaison Committee
* School Learning and Teaching Committee
* Faculty Learning and Teaching Committee
* Faculty Board
* Learning and Teaching Board
* Board of Examiners
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| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations
* Staff/Student Liaison Committee
* Student rep system (School, Faculty and Institutional level)
* Undergraduate Survey
* Annual NSS results
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| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements
* Annual appraisal
* Institutional Level Staff Development Programme
* Academic Practice Provision (PGCHE, ATAP and other development opportunities)
* Professional body membership and requirements
* Programme team meetings
* Research seminars
* Conferences
* Study leave
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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review in 2014
* Higher Education Review 2015
* Annual External Examiner reports
* Annual programme and module monitoring reports
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| 22.1 **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 (2008)
* School and Faculty plan
* University Plan/Learning and Teaching Strategy
* Staff research activities
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