Programme Handbook

BA (Hons) Film and Media Arts Production

UCAS code: FMAP

Institution code: W47

This handbook is published for students studying at University Centre Weston on the above programme and is available in a range of alternative formats on request.

Contents

1. Introduction

Welcome

Welcome to the BA (Hons) Film and Media Arts Degree. This course is offered in partnership between Bath Spa University and University Centre Weston.

We hope you have an enjoyable and successful time.

Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the BA Film and Media Arts Production course. This handbook can be accessed via your Microsoft Teams site.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For module information please see the respective Module Handbook

2. Course content

Major, Joint, Minor or Specialised	Specialised
Delivered At:	University Centre Weston
Faculty:	Creative Arts
Campus	Loxton Campus
Final award	*BA Film & Media Arts Production*
Intermediate awards available	Certificate of Higher Education (120 credits)
UCAS code	FMAP
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	QAA Subject benchmark Statement for Communication, Media, Film & Cultural Studies (2019)
Date specification last updated	March 2021

Course Distinctiveness

The BA (Hons) Film and Media Arts Production programme is an intensive and professionally based programme that has been designed with a strong, practical production ethos to give a thorough grounding in the skills and experience of film making.

The programme includes: making films on location; there will be potential for discussions with successful filmmakers and media figures; engagement with the global world of film production; attending international film festivals; curating a UCW film festival; immersion in the roles critical to film production; and analysing and evaluating iconic films to gain a critical understanding of industry innovations.

Throughout the programme a hands-on, project-based approach will underpin practice, supported by contextual understanding and critical engagement with historical and contemporary practices and debates. Within the programme you will cover the key aspects of film making throughout pre-production, production and post-production including but not limited to direction, cinematography, sound design and editing. Experimental workshops will also encourage exploration beyond the established methodologies investigating video installation, reactive media, VJing, expanded cinema and new and emerging formats.

The programme will encourage the development of the 'creative voice' through challenging self-negotiated projects, workshops, seminars and visiting practitioner classes designed to enhance creative, critical, technical and professional skills. As well as these opportunities for independent creative practice, there is a focus on the collaborative nature of the industry promoted through collaborative projects involving work-based experience, group narrative productions and 'live' industrial briefs.

There will be a substantial focus on high level professional production standards, with the opportunity to submit work to regional and national festivals, alongside positive engagement with regional arts organisations, cinemas, and production companies.

Through study of the key theoretical debates, discourses and significant practitioners in contemporary film, media and the arts, you will develop analytical, evaluative and reflective

research skills, encouraging you to critically contextualise your own work. The programme offers the opportunity for you to develop a thorough knowledge of commercial project management skills and current industry skills, models and practices, in preparation for freelance work and/or direct employment in the film, media or other creative industries.
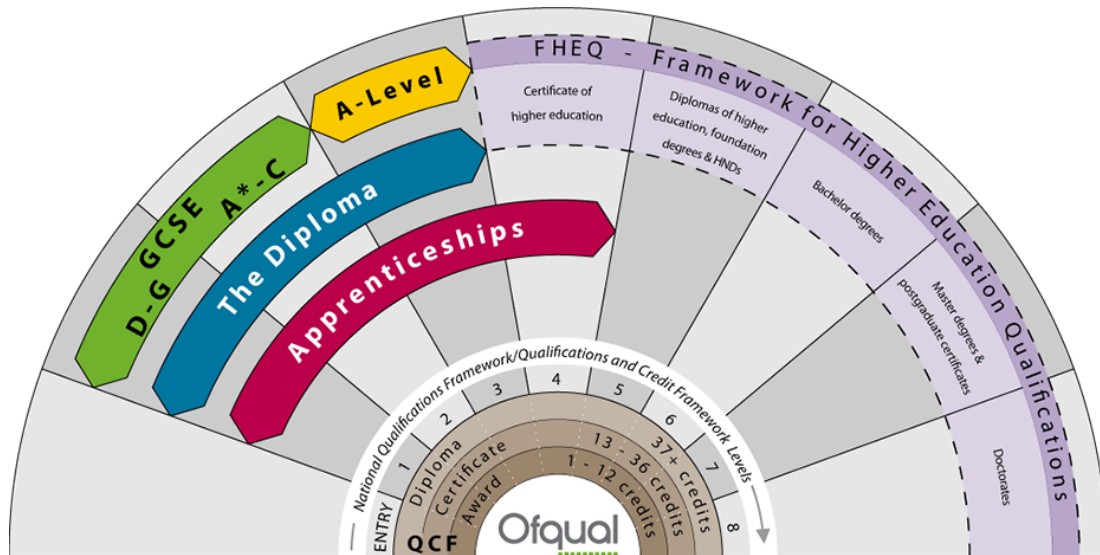

Figure 1: Ofqual Framework for Higher Education Qualifications

Course Structure

Year 1 of Study		
Level	**Title**	**Credits**
4	Film Production Skills	40
4	Documentary Production	20
4	Experimental Media Arts -Film	20
4	Film Language and Contextual Studies	20
4	Industry Practices	20

Year 2 of study		
Level	**Title**	**Credits**
5	Short Film Production	40
5	Independent Craft Development	40
5	Collaborative Work-Based Practices	40

Year 3 of study		
Level	**Title**	**Credits**
6	Critical and Contextual Study	20
6	Exploratory Project in Film	20
6	Major Project in Film	40
6	Professional Development in Context	40

All HE programmes at University Centre Weston are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). "Study hours" includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Course synopsis

This intensive and professionally based Film and Media Arts programme has been designed with a strong production ethos to give students a thorough grounding in the skills and experience of film making. Throughout the programme a hands-on, project-based approach will underpin practice, supported by relevant theory and an understanding of context.

The strong practical and contextual nature of this programme will encourage the student to identify strengths and develop a personal skills base whilst giving time to experiment and reflect on the differing disciplines within contemporary film and media arts practice.

This will build towards students identifying aspects of the industry that they want to pursue and preparing themselves to do so upon graduation.

Year One
Through a series of workshops, visiting practitioner classes and hands-on projects students will build up a portfolio of work demonstrating an understanding and practice of the key skills involved in the pre-production, production and post-production aspects of Film and Media Arts Production. During the year students will develop an understanding of contemporary industry practices and an ability to generate ideas in response to challenging project work.

The modules are designed in a coherent way to develop, enhance and strengthen skills and knowledge acquired, establishing a foundation by which students can become more exploratory, as they progress through the programme.

Practical activity is further complemented by a Film Language & Contextual Studies programme in which issues of a broader cultural and contextual nature are explored. Students will be introduced to key histories, practices and contextual debates specific to Film and Media Arts to ensure the intellectual integrity of the programme. Contextual Studies will aim to reflect directly on the major themes and discourses emerging from the practical modules to promote coherence and relevance of understanding.

Students will also be introduced to the importance of a reflective, analytical and evaluative approach to personal visual research.

The Industry Practices module will support the understanding of current industry models and the development of management skills to prepare students to work effectively and professionally in the world of work. Students may study legal, ethical and financial aspects which will affect them as a freelance practitioner as well as seeking to position themselves in relation to the industry and develop a professional development plan.

Year Two

In year two students continue to define and build their specialist practical skills whilst developing the ability to work collaboratively in a professional manner and context. The emphasis is on a holistic approach to film and media arts production which builds on the skills and knowledge acquired in year one. Particular attention will be paid to the establishment of working processes which engender high production values and stimulate creative and individual responses to narrative construction. An opportunity exists for collaborative/exploratory/integrative film making across the creative arts programmes, encompassing performing arts, dance and music.

Students will undertake work experience in the form of engaging with industry-based 'live' assignments to give an insight into the pressures and timeframes involved in freelance practice in the film and media arts industries. This will help to confirm aspirations and improve the ability to work to deadlines, while critically evaluating their own practice. Students will further develop and improve their Development Plan, positioning themselves in relation to the world of work by producing suitable marketing and branding materials aimed at future freelance professional practice.

Further individual creative and reflective approaches will be confirmed and will allow students to negotiate, sustain and effectively realise a range of personal projects which they will be expected to critically contextualise and defend.

Through Professional Development Planning (PDP) students audit and develop an understanding of their own skills and abilities and discover areas of personal interest and passion for further study and specialist development at level 5. This individual enquiry process is constantly underpinned by formative feedback received from staff, visiting practitioners and peer groups as students negotiate their way through the course.

Alongside this the Independent Craft Development module allows students to fully investigate and confirm their individual specialist interests and skills, both practically and intellectually. The module is designed to allow students to establish a professional portfolio which supports their aims and ambitions towards work as a freelance practitioner in the film and media arts industry.

Through this activity/interactivity and the collaboration skills foregrounded in Collaborative Work-Based Practice, students explore their potential towards finding their 'own voice' and begin to position themselves in relation to the workplace according to their developing skills and intellectual interests.

Year Three

Year 3 of Film & Media Arts Production programme enables students to extend their creative and professional practice, building on skills gained at Level 4 and 5. They will focus on a key area of interest, producing a portfolio of creative work, culminating in a major degree project and showcasing that work in a public context/exhibition.

The Exploratory Project in Film module fosters experimentation and testing of ideas. It enables students to take risks, challenge pre-conceptions and fully explore the practical and

theoretical potential of their own practice. The Critical and Contextual Research module extends their understanding of key debates relevant to a range of lens-based media specialisms, as well as providing a sound theoretical underpinning for the Exploratory and Major Project in Film modules.

Through the Professional Development in Context module, students reflect on their own strengths and aspirations, identifying an area within their specialism to focus on and develop a portfolio evidencing research, practice and experience.   As well as personal and commercial skills development, the learning and teaching in this module focuses on career trajectory, post-graduation, meaning that students are in a strong position to launch their professional practice on a commercial basis and/or further studies at Masters Level on completion of the programme.

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the Lens-based Media industry. Its vocational focus allows students to spend a significant amount of time within the workplace in order to gain experience, manage a variety of small projects and develop a range of skills. A vocational approach is underpinned by academic theory and industry standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of the industry.

Course Team
The people below are staff who have specific responsibilities for your course.

Programme Coordinator
The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

Personal Tutor
At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor's overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend for a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning, or leaving a message on their voicemail.

Module Leader
Taught modules on the course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated in Module Handbooks which can be accessed via your Microsoft Teams page.

Link Tutor
Each programme has an identified link tutor from Bath Spa University whose role it is to support the UCW team and students.

3. Course Aims

The course aims:

• To foster the industry-specific knowledge, thinking, and subject-specific practical skills required of film and media arts production-based practitioners.

• To develop an understanding of the range of employment and freelance opportunities in the film and media arts production industries, enabling the development of professional careers in relevant, discrete disciplines.

• To nurture the development of a wide range of practical and academic skills, that are transferrable, and encourage innovation, creativity, responsibility and entrepreneurship.

• To foster awareness and understanding of a full range of relevant resources and technologies that are likely to be encountered within a specialism.

• To provide a developed understanding of the relationship between theory and practice, exploring the way work is produced and received in a digital and globalised marketplace, with reference to the social, cultural and historical contexts.

• To nurture the development of a creative voice and identity, through individual and collaborative working, self-reflection and a critical awareness of the wider industry.

• To enable the production and delivery of creative projects and artefacts.

Course Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
A1	A comprehensive, systematic, practical and theoretical understanding of production processes and professional practice, aspects of which are at the forefront of the film and media arts industry.	A critical understanding of key production processes and professional practices relevant to a film and media arts production practitioner.	A knowledge of key production processes and professional practices relevant to a film and media arts production practitioner.
A2	Ability to critically reflect on and understand the commissioning, funding and employment structures likely to be found within the	Knowledge, engagement with, and critical understanding of a range of employment and freelance	Knowledge of a range of employment and freelance opportunities in the film and media arts industry.

		current film and media arts industry and how to work within these constraints.	opportunities in the film and media arts industry.	
A3	Systematic understanding of the importance of the film and media arts productions relationship with audiences, clients, markets, users, consumers, participants, co-creators and co-workers.	Explore and critically analyse the importance of film and media arts productions' relationship with audiences, clients, markets, users, consumers, participants, co-creators and co-workers.	Understand the importance of the film and media arts productions relationship with audiences, clients, markets, users, consumers, participants, co-creators and co-workers.
A4	The ability to select, innovate and critically evaluate competencies in the management and operation of production technologies, procedures and processes.	Critical informed understanding of the core production processes and professional practices relevant to chosen specialism(s) within the film and media arts industry.	Knowledge of the core production processes and practices relevant to chosen specialism(s) within the film and media arts industry.
A5	Conceptual understanding enabling the ability to critically evaluate and adapt own work for a variety of audiences.	Critical understanding of the impact of the audience in film and media arts production.	Knowledge of the role of the audience in film and media arts production.
A6	Systematic understanding of ethical issues and the ability to make judgements relating to production, distribution and consumption in communication, media, film and culture.	Practical understanding of critical and theoretical perspectives, practices and key practitioners and their cultural and historical contexts.	Knowledge and understanding of how the history of production theory and practice underpins contemporary methods.

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	Critical self-reflection to identify personal skill development to meet film and media industry expectations for professional practice.	Critically review personal practice to make judgements and propose solutions in relation to your own professional development.	Evaluate reflectively on personal practice and professional development within film and media arts production.

B2	Critically engage with the work of major film and media practitioners, debates and artefacts within your chosen field, to challenge and synthesise ideas to generate original work.	Gather, organise and assimilate information from a variety of sources to fully inform the processes of research, self-evaluation, and critical analysis.	Use a range of sources and materials to inform the creation of your own work.
B3	Ability to identify, select and apply appropriate techniques and creative strategies in the development of ideas, undertaking critical analysis, evaluating the outcomes of your own work.	Critically review the outcomes of practical work through constructive and reflective evaluation within the context of the film and media arts industries.	Ability to reflect on practical work through constructive and supportive evaluation and critique.
B4	Demonstrate a systematic understanding of the legislative, regulatory and ethical frameworks relevant to the film and media industries.	An ability to critically evaluate and identify the social, cultural, legislative and ethical frameworks relevant to producing work within the film and media industries.	Demonstrate an understanding of the social, cultural, legislative and ethical frameworks relevant to the film and media industries.

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
C1	Autonomous learning[1] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Teamwork would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.

		significant responsibility within organisations could be assumed.	
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

Graduate Attributes

	Bath Spa Graduates…	In engaging with creative production briefs, you utilise creativity, innovation, problem solving and teamwork. Working across disciplines is an essential component of professional and artistic practice as well as the application of creative thinking techniques.
1.	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Digital literacy is embedded within the programme, in subject specific activities (industry standard editing facilities, digital imaging equipment and sound mixing/design facilities) and the organisation, management and presentation of your research for formative and summative assessments.
2.	Will be able to understand and manage complexity, diversity and change	Collaboration is encouraged and supported with industry-based work and projects. The programme specifically engages with the film and media arts and cultures of other countries, through lectures, debates and guest speakers and includes the curation of an International student film festival You are encouraged to explore and develop your own professional practice and commercial development within a global context.

3.	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	The ethos of the programme is to encourage creativity and the creation of professional material and products. The development of these materials and products evidences informed reflection, a creative approach to problem-solving and robust production skills.
4.	Will be digitally literate: able to work at the interface of creativity and technology	You present yourselves and your ideas in a multitude of ways including essays, presentations, video essays, production paperwork, and reflective journals. These evidence the ability to critically analyse, conceptualise, thoroughly research and communicate key concepts within film and media arts.
5.	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Throughout the programme all work is produced and showcased with an awareness of the community and audiences they are intended for and in the light of the current cultural landscape. Ethical awareness and collaboration are integral to the socio-cultural aspects of the film and media disciplines as art forms; these concepts are instilled through work-based learning and professional and academic development.
6.	Will be creative thinkers, doers and makers	In engaging with creative production briefs, you utilise creativity, innovation, problem solving and teamwork. Working across disciplines is an essential component of professional and artistic practice as well as the application of creative thinking techniques.
7.	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Digital literacy is embedded within the programme, in subject specific activities (industry standard editing facilities, digital imaging equipment and sound mixing/design facilities) and the organisation, management and presentation of your research for formative and summative assessments.
8.	Will be ethically aware: prepared for citizenship in a local, national and global context	Collaboration is encouraged and supported with industry-based work and projects. The programme specifically engages with the film and media arts and cultures of other countries, through lectures, debates and guest speakers and includes the curation of an International student film festival You are encouraged to explore and develop your own professional practice and commercial development within a global context.

4. Assessment

Assessment scheme

Each module has an agreed and clear assessment scheme which will be explained to you at the beginning of the module. This will tell you what kinds of assessment you can expect, when it is scheduled and how much it will contribute to the assessment of your learning in the module overall.

Depending on the type of learning content being assessed, you can expect either continuous assessment (coursework) only or a combination of continuous assessment and a written examination. You will enjoy helpful and succinct informal and formal feedback on your progress from tutors. We are able to offer instant, verbal feedback as you propose or report on a project or a practical you have been set, whilst at other times after the submission of coursework, you will receive written feedback on your work as well as a grade which contributes to the formal assessment but importantly enables you to measure your progress.

The written feedback we prepare for you indicates where you did well and where you need to improve as each assessment item has a set of published assessment criteria. All feedback is then mapped against these criteria.

Formative and Summative Assessment

Formative assessment focuses on current learning and performance in relation to the assessment requirements, and on approaches to future learning. Its purpose is to develop students to learn more effectively. There is no formal grading at this stage.

Summative assessment deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

Feedback is critical to informing the student learning experience. It can also place assessment in context to the overall aims of the course, leading to greater engagement, understanding and improved learning.

Marking Criteria

A set of standard marking criteria is set out in the appendix. More specific marking criteria is supplied with each assessment.

Feedback

Feedback is an essential part of education and training courses. It helps learners to maximise their potential at the different stages of the learning cycle, it helps to raise

awareness of the strengths and areas for improvement. It also helps to identify actions to be taken to improve performance.

Feedback can be seen as:

Informal - (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or

Formal (for example written) - On the course you will receive many different types of feedback, these can range from verbal to formally written which you will receive with your assignments.

You will normally receive feedback within 20 working days of your submission.

Anonymity in Assessment

UCW accepts the principle that anonymous marking of coursework should be adopted wherever possible. It must be noted that it is not possible to maintain anonymity in all cases. Thus, a breach of anonymity cannot in itself be grounds for a complaint or appeal.

Examinations are marked anonymously.

Extensions to deadlines

Staff are not able to extend deadlines for individuals - deadlines are non-negotiable.

The exception to this is where it has been previously agreed that you may have an extension as part of your technical needs assessment.

On occasion there could be a whole group deadline extension as a consequence of a factor

5. Learning Environment

Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the course

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience

Work-based Learning

The course has been designed with work placement opportunities in mind. As a student, you are responsible for organising a work placement. The module leaders will support you and provide additional advice and guidance, however it is your responsibility to find a suitable work placement. On placement, you must follow the UCW work placement code of practice and conform to the Work Based and Placement Learning Policy.

Library resources

HE LibraryPlus at UCW is based in Winter Gardens providing physical resources, and electronic resources which are available for students to access remotely. All of our electronic resources are available externally 24/7.

HE students may have access to some of the electronic resources in the collections of their Higher Education Institutions (HEIs). This gives students access to a wider range of electronic journals, e-books and databases in addition to the e-resources and print resources we provide at UCW via the online Library catalogue and *SearchPlus* on Microsoft Teams. Lecturers request resources throughout the academic year and students are encouraged to suggest new additions.

Our HE Reading Strategy ensures that staff request key resources for each module and that student expectations are managed on the resources available. Each HE programme area has a unique reading list code to enable a search which lists all items available for that course. Students are automatically enrolled in Library Plus when enrolled on their course, ensuring that access to resources is immediate.

6. Support Services

HE Student Support

The HE Academic Registry Team (HEART) is a dedicated team and you should consider this as first port of call for any issues, particularly those relating to student support. We have an open-door policy, so please feel free to go along and visit HEART at any time.

We can offer help and advice with a variety of issues, including:

- Pastoral matters
- Mental Health specialist support
- Student finance
- Student accommodation
- Disabled Student Allowance (DSA)
- Careers
- Extenuating circumstances
- Proof of study and council tax exemption letters

We are available at our Winter Gardens, feel free to pop in for any advice or even just a chat. You can contact us by email at heart@ucw.ac.uk.

HE Learning Support Services

If you think you have a specific learning difficulty (SPLD), a long term medical condition, mobility issue or mental health issue such as anxiety and depression, and there is professional evidence of this (for example doctor or psychologists report) you may be eligible for additional support in your degree. This support might be mentoring, study skills support, technological equipment or extra time in exams. It can be invaluable and may help you toward successful completion of your degree.

If you are eligible, you are advised to apply for a Disabled Students' Allowance (DSA). This support is free and does not need to be re-paid after you complete your course. If you want to investigate this, please contact HE Learning Support. We are friendly and approachable; we will listen and do what we can.

There are a variety of ways to contact us:
- In person – Winter Gardens Room 014 (inside the HEART Office)
- By phone 01934 411558
- By text 0789 1618 057
- By email support@ucw.ac.uk

More information can be found on our website: https://www.ucw.ac.uk/students/learning-support/

HE LibraryPlus

HE LibraryPlus at UCW is supported across three sites. The UCW Winter Gardens campus accommodates the main LibraryPlus for all HE students, additionally Loxton Campus supports creative arts and South West Skills Campus supports engineering. These sites provide a wealth of physical resources, and electronic resources which are available for students to access remotely. Students on some HE courses also benefit from access to resources at partner HEIs.

LibraryPlus at UCW is responsible for providing core resources for HE courses. A digital-first approach is encouraged to enable wider access via eBooks and online academic sources. The Head of Learning Centres, Learning Centre Coordinators and Learning Advisors process resource requests, prepare online module reading lists and support students in finding, accessing and using appropriate academic sources.

A range of technology is available to borrow from LibraryPlus to support teaching, learning and assessment, including laptops and MacBooks; DSLR, GoPro, bridge and video cameras; audio and digital notetaking equipment; and presentation tools.

Academic Development and the HE.LP Programme

HE.LP is the well-established HE LibraryPlus academic skills development programme, planned and delivered by the HE Academic Development team in collaboration with programme teams to ensure a discipline-bespoke, embedded approach. Content is planned using Learning Outcomes from assignment briefs and is designed to increase levels of information literacy, digital capability and transferrable skills. Participation in the HE.LP programme is mandatory and involves 'Active Blended Learning' (using a mix of face-to-face and online workshops). Independent study is also expected and is supported through online resources and activities as Active Distanced Learning.

7. How is Quality Assured

Quality monitoring and evaluation

The course you are studying was approved by Bath Spa University and as part of the approval process it was assured that

- The content of the course met national benchmark requirements;
- The course met any professional/statutory body requirements; and
- The course met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was achieved through a process of course approval which involved consulting academic experts including subject specialists from other institutions and industry.

How we monitor the quality of this course

The quality of this course is monitored each year through evaluating:

- External examiner reports (considering quality and standards);
- Statistical information (considering issues such as the pass rate); and
- Student feedback including the National Student Survey (NSS).

Drawing on this and other information, course teams undertake an annual monitoring process, in accordance with the University's Quality Policy.

The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the course and plays a critical role in the University's quality assurance procedures.

External examiners

The standard of this course is monitored by at least one external examiner. External examiners have two primary responsibilities, which are to ensure the standard of the course and ensure fairness and equity.

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the course overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your course is of an equable standard to similar HE provision nationally.

External examiner reports, and the University's response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Office 365.

Student Engagement

We are committed to providing you with a quality learning experience and we undertake regular reviews to ensure the quality of the course. Our quality checks follow well-established principles and practices, including regular Staff-Student meetings and student and staff module evaluations. The following methods for gaining student feedback are used:

- Module evaluations;
- Student representation on the staff/student liaison committee.
- Annual student analysis ('SWOT') where student views on strengths and weaknesses of the course are fed into the Department's annual report;
- Comments sent to the Course Leader and/or Module Leader and/or your Personal Tutor;
- The National Student Survey.

Students are notified of the action taken through:
- In-class reports and discussion
- Posting of information via Office 365 and/or by other appropriate means.
- Responses at the staff/student liaison committee.

Module evaluation questionnaires

Forms are circulated towards the end of each module. These are completely anonymous. Tick-box grading covers aspects of delivery, support and assessment allowing suggestions and comments to be entered also. Student opinions have been a great help to us in refining the course to meet your needs and to remedy problems.

Staff Student Liaison Committee (SSLC)

Your Programme Coordinator will arrange a meeting three times a year for you to air your views either in person or through class representatives, depending on the size of your class. Items and issues are fed back to your teaching team and to our validating University, and action will be taken as appropriate. Your feedback and suggestions are valuable in assisting the development of the course.

Student Representative Committee

HE-wide Student Representative Committees are organised by HEART and held once per term; their role is to provide discussion on the HE student experience at UCW, examine any issues and concerns and share good practice. The forum also provides discussion of resources and facilities and allows students to make suggestions as appropriate.

Personal tutors

You will be allocated to a Personal Tutor who will monitor your progress and meet up for regular chats. This way we can make sure any personal needs are met as far as possible. Regular meetings provide an opportunity to discuss views with a member of staff.

External references

The following methods are used for gaining the views of other interested parties:
- Feedback from former students
- Employers

8. Career Opportunities

What careers are open to me?

Career opportunities exist for entry at an appropriate level across a wide range of disciplines both within the film and media arts production and wider creative industries. These include but are certainly not limited to:

- Assistant director
- Production assistant
- Camera operator and crew
- Sound production crew – broadcasting/film/video
- Sound technician/editor
- Lighting technician
- Edit Assistant
- Scriptwriting/supervisor
- On Set Wellbeing supervisor
- Location manager
- Editorial assistant
- Live events production

Relevant web information:

Via Careers Coaching Site through your Microsoft Teams site.

Careers Coaching

UCW have a dedicated careers service for degree students. The service provides resources to help you explore your career options, group workshops, and one-to-one careers coaching through drop-in sessions and bookable appointments. For more information, email careers@ucw.ac.uk

We have also developed a themed 'Employability Week' to help you take steps towards your career goals. During this week, there will be additional 1:1 information, advice and guidance sessions, along with mock interviews with employers and a range of workshops covering topics related to CVs, covering letters and job searching. We will also post tips on our social media throughout the week.

9. General Course Information

Methods of Communication

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your course. You will be introduced to the use of the VLE during the early stages of your study.

As part of enrolment on your course personal student email accounts will be generated automatically for UCW. You should check these addresses regularly as although some students prefer to use their own personal accounts, UCW will communicate with you via your formal accounts, so it is important that you make use of them and check them regularly. Emails sent to your student email accounts are equivalent to letters, memoranda and other forms of communication. For example, information regarding exams, timetables and assessments will sent via these formal email channels.

Please check your UCW email inbox regularly (at least daily) for new messages or you may miss essential information relating to your studies. Likewise, you should use your UCW student email for communicating with staff.

As part of your course you may be asked to use social media sites, such as Facebook, Twitter or Pinterest, in a context that reflects current industry practice. As such your engagement with such sites should be of a professional standard at all times.

You should keep UCW informed of any change in your postal addresses (home and/or term time). Please inform HEART of any changes.

10. Complaints

The UCW Complaints Policy and Procedure is broad and covers any aspect of the student experience. Students should seek advice from HEART (heart@ucw.ac.uk) with regard to if and how you should proceed with a complaint and which procedure is appropriate.

11. Reading Strategy

Degree level learners are expected to engage in and explore subjects beyond taught lectures. Reading lists compiled by programme leaders identify the **core** reading material which is essential, and any recommend **further** reading required for assignments. Journal titles and websites may also be given. Reading lists are reviewed and updated annually to ensure currency, relevancy and to reflect research developments.

LibraryPlus will aim to provide a copy of every text on a reading list. Where eBooks are available, these will be purchased in the first instance to enable multiple, remote access at all times. Databases for eJournals and reports are provided. Guidance on accessing eResources is given to all first year learners through the HE.LP programme. Further support is available within LibraryPlus and on the LibraryPlus Portal on Microsoft Teams. Printed copies of books, journals and DVDs are available for loan or reference in the LibraryPlus facilities and can be located through the Library catalogue. Learners are expected to independently use, explore and familiarise themselves with electronic and printed formats. Programme Coordinators and lecturers will inform learners of any essential resources or texts that they are expected to purchase themselves.

Learners and staff enrolled on university validated courses are entitled to library membership at their partner facilities, however, access to eResources may be restricted by licencing agreements, and individuals must be responsible for finding, collecting and returning physical resources themselves. Guidance on the services, resources and facilities available is given on partner library websites.

12. Module Specifications

Module specifications are published within the Module Handbooks which are available on your Microsoft Teams page.

13. Appendices

Appendix 1 - Marking Criteria (to be reviewed)

Marks will be allocated using the following qualitative guidelines:

70% +	Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the programme discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
60% - 69%	Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the programme discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.
50% - 59%	Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
40% - 49%	Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.
39% or below	Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.

Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on the UCW Student Zone.