



Module Specification

Introduction to Filmmaking

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Part 1: Information

Module title: Introduction to Filmmaking

Module code: UALB94-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Lens and Moving Image

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces students to the diverse disciplines that form the art and craft of filmmaking, including production, directing, camera, lighting, sound, production design, and post-production, while developing a practical understanding of effective collaboration and communication within a film crew.

Features: Not applicable

Educational aims: The aim of this module is to enable students to build foundational craft skills in different filmmaking areas – production, cinematography, sound, editing – while gaining a working understanding of on-set protocols of film production.

Students are introduced to the storytelling conventions of filmmaking (drama and documentary) with a focus on how the different areas of filmmaking collaborate and contribute to screen narration.

Students will actively learn, apply and develop practical and theoretical skills that will support their ongoing development as filmmakers.

An underlying aim of the module is to enable students to make the transition into higher education and start to take responsibility for their own learning.

Outline syllabus: Indicative syllabus:

Introduction to the roles and responsibilities of a professional production team.

Introduction to industry-standard production processes, protocols and set etiquette across different departments.

Basic craft skills in sound recording, cinematography and editing.

Introduction to storytelling conventions and the practical approaches to narrative filmmaking.

Independent and collaborative working.

Part 3: Teaching and learning methods

Teaching and learning methods: The principle of ‘learning through making’ is core to the learning strategies of the programme.

Through hands-on exercises and workshops, students learn the fundamental principles of craft roles, while developing a practical understanding of on-set protocols, WorkSafe processes, and effective collaboration and communication within a film crew.

Team-working is fundamentally important to the award: these first assignments facilitate students' formation of strong peer working relationships, which will underpin their project work over the three years. They also support discussion and interaction in relation to wider aspects of creative practice, professional attitudes and learning skills.

Lectures introduce aspects of the syllabus which are expanded on in screenings, seminars and workshops. Technical sessions introduce students to key skills in editing, camera work, sound recording and studio skills. In addition, there are scheduled group tutorials to support project work.

The module handbook will give guidance in relation to written work, academic conventions, using research and referencing, and what constitutes plagiarism. This will be further supported by Study Methods sessions delivered by the UWE Library Services department. Individual support for writing assignments will be available from UWE Study Support.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate foundational skills in the use of tools, technologies, and techniques within filmmaking disciplines.

MO2 Understand and begin to practice collaborative roles, processes and protocols within filmmaking.

MO3 Show an understanding of safe working practices, set etiquette and production documentation, including Worksafe and Sustainability protocols, and reflect on own ethical responsibilities as a filmmaker.

MO4 Critically evaluate own work, identify areas for improvement, and adapt learning strategies based on feedback and experience.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/5262DC76-28BB-9A9E-4F11-69FD32A36DB5.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/5262DC76-28BB-9A9E-4F11-69FD32A36DB5.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: Assessment is designed to demonstrate students' ability to work collaboratively with industry standard practices and demonstrate a basic understanding of creative editing, sound recording/design and cinematography skills.

The assessment type has been chosen to enable students to demonstrate achievement across all the learning outcomes of the module and to provide flexibility in selecting appropriate and specific outputs.

Formative feedback and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements and to support the monitoring of progress by tutors and students.

Assessment methods used are designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioners.

Forms of assessment used as part of this module will include:

Presentation and participation in studio-critique (formative)

Portfolio review and assessment (formative/summative)

Group and individual visual/verbal presentations (formative)

Peer and self-assessment (formative and summative)

Evaluative and reflective outcomes, including visual, verbal and written (formative and summative)

The resit will match the first sit.

The Pass / Fail Assessment Strategy for this module has been designed to:

Establish a more authentic and subject-appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks-driven approach to assessment, particularly during the early stages of a student's journey. This will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students' future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment and would align with the university's wider priorities of inclusivity and accessibility.

Assessment tasks:

Portfolio (First Sit)

Description: A Portfolio of Work

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: A Portfolio of Work

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Filmmaking [Bower] BA (Hons) 2025-26