



Module Specification

Film Craft

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Part 1: Information

Module title: Film Craft

Module code: UALB96-30-1

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 builds on the work done in the first semester, deepening students' understanding of film grammar and advancing their craft techniques, the module explores storytelling on screen.

Features: Not applicable

Educational aims: Students will explore how elements such as film form, mise-en-scène (staging of camera, lighting, actors, and editing), and technical choices shape

a film's style and aesthetics; how film craft brings stories vividly to life.

By researching and analysing the work of influential practitioners, students learn to appreciate a range of aesthetic principles and craft techniques.

Students will develop an aesthetic sensibility enabling them to recognize how creative design choices are responsible for the vision of a film and its genre.

Students develop and demonstrate appreciation of how the performance of actors contributes to the overall effectiveness of the film.

Exploring the specific skills required of the director, actors, cinematographer, sound designer and production designer, students will consider the collaborative nature of moving image production.

Outline syllabus: Indicative outline syllabus:

The basic principles and craft skills of visual design for the moving image.

The basic principles and craft skills of sound design for the moving image.

Basic film analysis.

Sustainable practice in moving image production.

Basic principles of creating performance for the screen.

Safe working practices in the production environment.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning on this module allows students to extend their filmmaking skills by engaging with conceptual development, pre-production planning and the execution of practical project work.

The module is delivered through a series of lectures, workshops and group tutorials. Lectures introduce the syllabus, whilst technical workshops further develop skills and knowledge of production equipment.

Group tutorials support project work. Additionally, students may sign up for individual tutorials to discuss their portfolio submissions.

Lectures introduce aspects of the syllabus which are expanded on in screenings, seminars and workshops.

Technical workshops develop further skills in directing, cinematography, lighting, sound design and editing.

There are group tutorials to support project work.

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

MO1 Analyse film and media to evaluate the impact of technical and creative choices on aesthetic outcomes.

MO2 Experiment with a range of approaches to overcome subject specific challenges.

MO3 Demonstrate proficiency in the use of tools, technologies, and techniques relevant to the field of study.

MO4 Effectively plan, organise, and execute projects, demonstrating self-direction and meeting established goals.

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/64982644-6649-C574-8C06-945509D8BCF8.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/64982644-6649-C574-8C06-945509D8BCF8.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: The assessment is designed to demonstrate students' ability to research, increase their aesthetic and technical knowledge, and be able to apply this to work creatively with industry standard practices. Students will be able to demonstrate a core understanding of film narration elements and stylistic techniques, toward engaging an audience narratively and emotionally. In addition, it facilitates the development of critical film analysis and critical reflection in relation to professional practice.

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 varied in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is 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:

Portfolio review and assessment (formative/summative).

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, which would align with the University's wider priorities of inclusivity and accessibility.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio of work

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: 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