Programme Specification

Filmmaking [Bower]

Version: 2025-26, v2.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Filmmaking [Bower]

Highest award: BA (Hons) Filmmaking

Interim award: BA Filmmaking

Interim award: DipHE Filmmaking

Interim award: CertHE Filmmaking

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Arts, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies:

ScreenSkills

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2025

Programme code: W25300

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA Filmmaking programme explores the creative potential of filmmaking.

Production-based, it establishes strong storytelling, team-working and production skills essential to working in the professional media as well as building technical competence in the craft aspects of cinematography, editing, sound and production design.

An overarching rationale of the programme is to thread professional development and career planning through the whole of the curriculum, so that it is a continuum for students through their three years on the award.

Graduates develop as confident filmmakers through making work across a wide range of genre and by undertaking work experience and work-informed learning to underpin their understanding of professional practice.

They are able to engage with critical issues, debates and theories as well as innovative technological developments in their field so they can enter the creative industries as imaginative, resourceful and self-disciplined practitioners.

Features of the programme:

Educational Aims: The programme aims to enable students to:

- Provide an opportunity to develop a creative practice within a chosen field of study;

- Provide an experience of higher education in art, media and design that offers students choice and independence in determining their own abilities and ambitions within a subject discipline;

- Equip students with the intellectual, practical, critical and creative skills necessary

for them to locate themselves and their practice within professional, social, historical and cultural contexts;

- Give students the confidence to develop informed independent judgements and critical and intellectual rigour;

- Ensure that the development of key/transferable skills is an integrated part of the curriculum;

- Equip students with the necessary understanding of research techniques and appropriate methodologies;

- Sustain an environment in which individual students may realise their full potential.

- Use a varied assessment methods that are relevant 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 practitioner-researchers.

- Work on the principle of 'learning through making' as a core learning strategy from which to expand into and through an exploration of contemporary practice in relevant and related subject areas.

Specific aims:

- Develop knowledge, understanding and skill through an exploration of interdisciplinary practice;

- Develop a creative approach to producing media content;

- Understand and apply a range of media production methodologies;

- Develop a flexible working practice that anticipates the changing professional demands of the media industries;

- Develop the intellectual, critical, technical and key/transferable skills necessary to work in either a professional environment or to undertake further study;

- Demonstrate critical reflection, evaluation and analysis in the development of their practice;

- Locate their work in a professional, critical, historical and social context;

- Progress from reactive to pro-active learning methods.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1.   Critical Engagement: Analyse and evaluate film, media and cultural forms, while engaging with relevant intellectual discourse, theories and research methodologies to articulate reasoned arguments and judgements

PO2.   Cultural and Production Practices: Demonstrate an ability to initiate, develop, and produce creative media content across various forms while effectively solving problems and reflecting an understanding of cultural and production practices

PO3.   Research and Analysis: Locate, evaluate, and synthesise information from diverse sources, applying suitable research methods to media practice

PO4.   Communication, Expression, Collaboration: Communicate effectively, demonstrate creative expression, and develop organisational skills across various mediums, working independently and collaboratively in media production teams

PO5.   Historical and Cultural Context: Understand the evolution and cultural context of media practices and audiences, engage with ethical debates and responsibilities, and situate your work within the wider landscape of media production

PO6.   Diversity and Inclusion: Promote inclusivity and respect for diverse perspectives within the discipline

PO7.   Reflective Practice: Reflect on new knowledge and learning experiences with critical self-awareness, respond constructively to feedback, and assess the cultural impact of media production in fostering positive change and social justice.

PO8.   Professional Application: Create a professional portfolio showcasing your work and prepare for future career opportunities by demonstrating knowledge of industry practices, relevant skills, and an awareness of sustainability in media production

Assessment strategy: The assessment strategy has been designed to support achievement of the Programme Learning Outcomes and reflects the Programme's broad pedagogic philosophy which considers assessment to be an embedded, engaging and empowering part of the learning process; a tool for learning.

Filmmaking assessments have been designed to be holistic and inclusive. They include a broad range of assessment formats, methods and outcomes and are intended to build confidence, establish a shared language and to contribute to a sense of empowerment within students' learning journeys.

The assessment process is aligned to the iterative nature of creative practice and is designed to establish and celebrate the value of process within creative practice whilst maintaining professional relevance and authenticity.

Formative assessments may include approaches such as research reviews, screening critiques, project pitches and group and individual tutorials.

Summative assessments primarily take place at the end of modules and include written coursework, presentations, project work, learning portfolios and alternative forms of assessment.

Feedback at formative and summative assessment points (verbal and/or in writing) is regarded as a positive learning tool for future Action Planning, and it provides students with a clear understanding of the level of their achievement, their progress

and development, as well as recommendations for progression.

Level 4 summative assessments: students receive a Pass/ Fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

L5 and L6 summative assessments: students receive a moderated mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The Pass / Fail Assessment Strategy for Level 4 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, to 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 that aligns with the University's wider priorities of inclusivity and accessibility.

Information regarding portfolio assessment/portfolio submission:
These module are assessed holistically via a portfolio/body of work; full assessment requirements and the criteria for assessment will be outlined in module handbooks. As an indication, the portfolio may include: evidence of research, idea development, creative experimentation, development and/or project outcomes, as well as some written work and evidence of participation in workshops, seminars and production

tutorials.

Students are assessed holistically on the depth, breadth and quality of their creative work and their ability to generate, explore, develop and/or resolve creative ideas in response to a set brief.

The portfolio assessment is inclusive and is designed to foster and value a deep process-centric approach to learning. The portfolio will include a combination of formats and/or modes of assessment (including physical / digital) and has been designed to offer students of all learning styles the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained throughout the module.

Within the portfolio submission students are expected to present evidence of work which demonstrates engagement with the minimum number of contact hours for the module, as well as the minimum number of independent study hours.

The Formative and Summative Assessment processes of this Module are embedded into Studio pedagogy and as such establish an authentic, inclusive approach to assessment that builds students' confidence as they progress.

Feedback at formative and summative assessment (verbal, audio, video and/or in writing) provides students with timely and detailed understanding of their progress and standards; and provides clear feed-forward guidance regarding future development. Self and peer evaluation constitute an important part of formative assessment in this module and are designed holistically to facilitate the progression towards autonomous learning.

Student support: Programme and Module leaders
Student support for overarching academic and professional concerns, is provided by Programme Leaders, all issues relating to the content, delivery and assessment of modules is provided by Module Leaders.

Academic Personal Tutors

The Academic Personal Tutor, is an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Careers support

Careers support is integrated throughout the programme and works to the UWE career framework with direct input from UWE careers team. The UWE Careers team work with programme teams to develop bespoke professional practice activities (Professional Practice Week) alongside offering support on developing the skills, experience and knowledge necessary for improving our student's employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union JobShop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

Study Facilities

In our specialist library and learning hub our librarians manage specialist collections to support students' research. Students can attend workshops and engage with online workshops to develop their academic skills. Students also have access to bespoke study skills sessions and Bower Ashton Campus offers spaces for silent and group study and bookable rooms they can book. Students have access to

recommended books, periodicals, academic journals, special collections and industry databases.

Student Advisors

For concerns of a personal nature, students can access help from Student Advisors. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, personal circumstance procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on including, when-relevant, how to access the wider support provided by the University. This service is supplemented by extensive online resources.

School Student Experience Coach

The School Student Experience Coach provides friendly, non-judgemental support to students as they progress through the course and act as a connect point to inform students about the ecosystem of support available at UWE. Staff can coach students on many areas of their life and studies, including:

Academic

- Engage further with the course
- Manage deadlines and grow confidence
- Develop goals to ensure progression on the course

Self-development

Grow confidence and self-esteem

Increase motivation

Shape skills in working with others in groups or team

Wellbeing and self-care

- Develop strategies to manage feelings and thoughts whilst at university
- Feel supported in understanding gender identity
- Develop a set of skills to succeed in life as a student

Student Union and Course Representatives

An important part of the programme is the involvement of students. Student representatives are elected to serve on the Student Representatives & Staff Forum and the Programme Management Committee meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. These meetings feed directly into the governance structures at the university. The school also has a number of Lead Student Representatives who represent the student voice in the School Board of Studies.

Disability Services

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on Staying Healthy;
- Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
- UWE volunteering, opportunities for students to get involved in the local community through - the Community Volunteer Programme;
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;
- Money and Visas, for financial check-ups, or help with UK visas.

Part B: Programme Structure

Year 1
The student must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full time)
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UALB94-30-1	Introduction to Filmmaking 2025-26	30
UA1B9P-30-1	Creative Contexts 2025-26	30
UALB95-30-1	Story 2025-26	30
UALB96-30-1	Film Craft 2025-26	30

Year 2
The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full time)
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UALB97-30-2	In Development: Documentary and Drama 2026-27	30
UALB99-30-2	Professional Practice: Development 2026-27	30

Year 2 Optional Modules (Full-time)
Full-time students must take 60 credits from the modules in Optional Modules (Full-time).

Students studying abroad must take the 60-credit international exchange module. All other students must take the two 30-credit modules.

Module Code	Module Title	Credit

UA1B9N-60-2	International Exchange 2026-27	60
UALB98-30-2	In Production: Documentary and Drama 2026-27	30
UA1B9Q-30-2	Creative Futures 2026-27	30

Year 3
The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full time)
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UALB9B-30-3	Professional Practice: Showcase 2027-28	30
UA1B9R-30-3	Creative Research Project 2027-28	30
UALB9A-60-3	Final Productions 2027-28	60

Part C: Higher Education Achievement Record (HEAR) Synopsis

This course explores the creative potential of filmmaking. Production-based, it establishes strong storytelling, team-working and production skills essential to working in the professional media as well as building technical competence in the craft aspects of cinematography, editing, sound and production design. Graduates develop as confident filmmakers through making work across a wide range of genre and by undertaking work experience to underpin their understanding of professional practice. They are able to engage with critical issues, debates and theories as well as innovative technological developments in their field so they can enter the creative industries as imaginative, resourceful and self-disciplined practitioners.

Part D: External Reference Points and Benchmarks

Set out which reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE:

Framework for higher education qualifications (FHEQ)

Subject benchmark statements: QAA Art and Design (2008) and QAA Communication, Media, Film and Cultural Studies (2016)

SEEC Southern England Consortium for Credit Accumulation and Transfer Credit - Level Descriptors
www.seec.org.uk/.../seec-credit-level-descriptors-2010-revised-2004

Strategy 2030

University policies

Staff research projects: individual staff projects and those of Digital Cultures Research Centre and Creative Industries Research Group

Any relevant PSRB requirements: Creative Skillset

Any occupational standards: Creative Skillset

Feedback from alumni

Feedback from employers and industry experts

Student Feedback via module feedback, SRSF meetings, other SU Rep Forums

Staff Feedback via programme reports, module reports, formal and informal meetings

Staff knowledge of sector, including activity as External Examiners at other institutions

Feedback from Faculty Research Centre staff and Directors

External Examiner comments/reports

Membership of NAHEMI and affiliation with Meccsa

Close links with Royal Television Society

Part E: Regulations

Approved to University Regulations and Procedures.