Course Handbook

BA (Honours) Film Production

Peter Wobser
School of Journalism, Media and Performance

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course

Colin Pons, Producer, SkillSet

"If you want a grounding in independent film production then I recommend UCLan.

No other institution covers the full production process like UCLan and at no other institution do students make a feature film. These guys are passionate and deliver 110%"

BA (Hons) Film Production offers scope to develop both personal creative expression and professional level skills in a supportive and inclusive environment. Recognised by industry professionals, the programme delivers “strong emphasis on practical and vocational development” (Diarmid Scrimshaw, Producer ‘Tyrannosaur’) and prepares “exceptionally professional” students (Derrin Schlesinger, Producer, ‘This is England’, ‘Four Lions’). By helping students maximise their learning potential, this progressive programme has seen students and graduates regularly appear in the credits of major TV and cinema releases, win awards at prestigious film festivals and the Royal Television Society, and have their scripts developed into independent film productions.

If you are a new student, welcome to the BA (Hons) Film Production programme! We hope this is the start of an exciting time for you where your ideas and skills grow way beyond what you expected. Students who approach the course with curiosity, openness and a sense of adventure, end up producing outstanding work that makes for great showreels and portfolios – vital for getting the good jobs after the course has finished.

Please keep this handbook throughout the three years of your course, as it will be a useful reference and answer many questions. Of course, your personal tutor will be pleased to help you with any further questions that arise and to advise you on how to get the best from the programme.

Good luck!

Peter Wobser

Course Leader

1.1 Rationale, aims and learning outcomes of the course

This full time programme will lead to the awards of BA (Hons) Film Production. The course also allow for exit awards at levels one and two of the course.

This course runs parallel with the Masters Course (MA Film Production) The degrees offer in-depth creative and vocational oriented education in all aspects of Film Production. The courses build on the development of skills and personal resources, which, either directly or indirectly, helps in allowing graduates to find employment. The course is led by practitioners with extensive experience in the industry and industry professionals as guest lecturers.

The Course is Creative Skillset Approved and has many industry links to work experience. There is a ‘sister’ course running at our campus at Hebei University, China, with free international exchange between the two from year two onwards.
Contemporary creative industries demand individuals that can understand, analyse and challenge underlying concepts and creatively apply a variety of skills to produce technically competent and contemporary work regardless of the area of practice within the larger film production field.

The BA (Hons) Film Production, therefore, aims to develop multi-skilled, technically adept, lateral thinking practitioners with a solid understanding of narrative structure and a critical awareness of the media and its role in society. The course aims to develop students' production skills and creativity in a narrative based media through studying with experienced academics and currently practising tutors.

Practice is at the centre of the course in whichever area of work is chosen. By the end of the course each student should be able to produce challenging work that uses the medium effectively. Experience suggests that this requires a number of approaches to be incorporated; an 'open' approach to experimentation and evaluation; workshop sessions where students acquire the skills needed to confidently produce work; critical and contextual work which gives a sound grounding in current thinking about the media and how this impacts on the work of contemporary practitioners.

This diversity of approaches is focused throughout on producing students with an in-depth understanding of all aspects of Film Production on a number of levels, and who can therefore become highly independent and flexible practitioners, whether in a commercial or independent context. This does not exclude specialism in a particular area of interest/practice, but roots specialism in a range of related practices.

The course deals with the major media forms of our time, other than journalism, which communicate to a wide audience with, broadly speaking, narrative forms. These include, for example, fictional film and video work and documentary. (as an area of practice distinct from journalism) The course recognises that the production and distribution of contemporary media has moved largely to a shared, networked, digital base, which in turn accelerated a clear trend towards increasing cross-over of forms so that, for example, the distinction between documentary and experimental work, its production modes and distribution channels is now largely irrelevant. This practical convergence of media forms, itself, follows on from the major critical movements of the last 25 years, which have tended to apply a common set of principles to the various disciplines. This is not to say that the need for specialist study of these areas has disappeared, only that contemporary media producers think more flexibly about the boundaries of their practice and the distribution of their work. This course allows for this openness, whilst demanding an in-depth development of Film Production based body of work.

The course builds on the collaborative nature of film production and put emphasis on this in year one and two whilst encouraging individual work (albeit it group produced) in year three. The course encourages students to identify and then focus on their particular strengths and interests, eventually developing their own distinctive practice. This can then be followed by advanced study on the MA part of the course.
<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
<th>Room</th>
<th>Telephone No</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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<td>ext 3901</td>
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1.3 Expertise of staff
BA (Hons) Film Production is a Creative Skillset approved course and has as such undergone a rigorous accreditation procedure to ensure that all staff, methods, equipment and teaching and learning activities are in-line with current industry practice. The Film Production team has a core of experienced academics and industry practitioners with track records in their relevant fields. This is accompanied by a number of specialist teachers for certain disciplines and current high profile industry professionals for coaching and workshop sessions, plus expert technicians for equipment inductions and training. You will get to know us fairly quickly during the first few weeks of the course and we will formerly introduce the team during induction week.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

**Allen Building**
- Medicine
- Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

**Harris Building**
- Lancashire Law School
- Humanities and the Social Sciences
- Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

**Foster Building**
- Forensic and Applied Sciences
- Pharmacy and Biomedical Sciences
- Psychology
- Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We may on occasion contact you by other means such as SMS message, telephone or social media networks, but the only 'official' contact method is your UCLan email.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner is Dr. Andrew Willis from the University of Salford, if you need to contact Dr. Willis please arrange to do so through the school office.
2. Structure of the course

2.1 Overall structure

The overall structure of the course including the foundation entry route, its module choices, possible electives and interactions with neighbouring courses like Film and TV Screenwriting (for example) are explained in the Approved Programme specifications in the appendix, available from the school office and published on-line.

At the beginning of the course, and towards the end of each year, we will remind you of the structure, the modules and your progression options during a series of ‘Progression Talks’.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Please the attached programme specification.

2.3 Course requirements

The modules which must be studied in order to complete the course are shown in the programme specification at the end of this document. There are a number of exit awards for students who do not complete the full BA (Hons) course; the requirements for these are also listed in the full Programme Specification.

2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

Your weekly timetable, including module choices, times and rooms is published on-line and available through ‘MyUclan’ or on the UCLan website, student portal. A teaching scheme with an envisaged class content per week will be handed out/emails to you at the beginning of each module. Please be mindful that short term change may occur and check your email for those as they may not be visible on the on-line timetable. Many of our ‘add-on’ workshops may be held on location or in specialist workshop spaces which may also not show on the on-line timetable, so please make sure you check back with us regularly.

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. We appreciate that Film Production will occasionally demand peaks of higher hour count in some weeks, but we strive to make up for that in others.
Likewise, not all workshops and location ‘dry runs’ are for all students and therefore, outside classroom activities are announced each week before they are happening.

### 2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module unless otherwise notified. Notification of illness or non-attendance of a session should be made to the relevant module tutor (see Section 1.2 for the contact details of the relevant member of staff) or the Course Leader as a part of your professional conduct. All exceptional requests for leave of absence must be made to the Course Leader. Non-authorised extended periods of absence will require a doctor’s note (over three days).

You must remember that the University has a responsibility to keep information up to date. Please inform us immediately of any change of address. The School has an additional responsibility to monitor the attendance of some international students under the Visas and Immigration (UKVI) Points Based System (PBS) system. For these students they MUST attend their course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Students can monitor their attendance record through myUCLan.

### 3. Approaches to teaching and learning

#### 3.1 Learning and teaching methods

The main ‘philosophy’ of the course is 'learning on the job', or experiential learning. As such we have several strands of Learning and Teaching methods outlined in the attached programme specification. They comprise briefly of:

The course combines a reflective critical approach with practical work. In all work active and independent learning is encouraged. Throughout all levels, there is a strong emphasis on encouraging students to draw on their individual strengths to produce fresh and, at best, innovative work. All skills teaching and critical work are ultimately aimed at extending the student's confidence and ability to fulfil this aim.

There will be a structured progression of practical work from the introductory stages to the final year projects. Modules are designed to ensure that in the earlier part of the course each student explores a range of approaches, from which they can selectively build their own in-depth practice at later stages. The development of each individual student's strengths as a practitioner will lead to the production, in the final year, of a highly developed body of work, reflecting their own concerns.

The link between practice and critical theory is central to the course. Theory should not be simply illustrated in the practice, nor become a prescribed straitjacket that students must adhere to. Active testing and exploration of relevant theoretical ideas play an important role in the development of creative practice. Core modules explore cultural theories of particular importance; some of these are generally offered to all students, others look more specifically at writing in particular. Modules will continue to develop the link with critical ideas by including both formal lectures and student presentation about relevant work, and more informal group discussions about the students' and other work.

The course centres on study through a practice based approach; students will be actively engaged in a process of sharpening their perception and ideas through strategic
experimentation and professional project management. This Emphasis is paired with a very strong leaning towards the disciplined, production management based professionalism expected from graduates in the creative industries. Students will be given the opportunity to experiment and to develop the confidence to take creative and imaginative chances, whilst also being introduced to Industry practice and discipline.

3.2 Study skills
The School and the course team support the development of study skills. There are a variety of services to support students and these include:

WISER [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

If you ever struggle with your studies, please ask your personal tutor for further guidance and signposting.

3.3 Learning resources
3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

3.4 Personal development planning
Your PDP starts at the very beginning of the course and you will be guided by your personal and/or module teacher in a group session. You will be given the relevant guidelines to enable you to plan ahead, keep track of your progress, flag up any issues ahead and so on. There is plenty material available through the ‘I’ and on-line, but your personal tutor will be able to help with your PDP throughout your three years here.

3.5 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.
It’s your future: take charge of it!

**Careers** offers a range of support for you including:
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

You will also have exclusive access to Creative Skillset resources such as the ‘internship’ finder facility and specific job searches. This is only available to a select few courses in the country and directly links graduates to production companies. We also encourage students to use their networking skills to pitch their skills to industry guest speakers and seek industry links during the summer periods.

### 4. Student Support

The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).

#### 4.1 Academic Advisors

Students will be allocated an academic advisor during induction, and will be given their contact details for making an appointment.

If you are experiencing any personal problems or have concerns related to your academic work, the academic advisor should be your first point of contact. The primary aim of the academic advisor is to support their tutees’ studies, and to enhance their overall experience at the University. If the academic advisor cannot help directly with a problem, they will be able to refer students on to specialist support.

Your academic advisor will arrange to see you normally once per semester (twice in semester 1 of the first year) in order to monitor and assist your development.

#### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

#### 4.3 Students’ Union One Stop Shop
The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
Generally our assessment strategy requests you to give presentations, complete practical work (films, exercises etc.), submit final pieces on-line, write essays and evaluations and submit electronic versions of journals or diaries. In some modules your performance in a given role will be assessed by your tutor by the means of observation. It is particularly important for you to be mindful of this as it is very different from being assessed on physical work.

5.2 Notification of assignments and examination arrangements
Each module will have a different set of components for you to complete. The details of each component are explained in great detail at the beginning of the module, and re-iterated throughout the classes. We will send you an assignment brief, outlining the particulars for each module. Your contact person for these should be the module teacher, not your personal tutor. (As your personal tutor may not teach a module in question) Most modules will have timetable and assignment brief information published on the Blackboard system, but individual copies will be sent to you as well.

5.3 Referencing
For written work such as essays and dissertations, the university has adopted the Harvard style of referencing. If you choose modules that require academic writing, your module tutor will point you in the right direction to get help with this if you need it. There are countless resources in the library, classroom sessions with ‘wiser’ (see guidance and support) and many booklets published on-line.

5.4 Confidential material
On rare occasions, the subject matter of your work may contain sensitive, confidential material that you may not be able to publish or show in public. This should not stop you from undertaking such work, but you need to inform your module tutor in the first instance if this is the case so that we can get the right amount of support in place for you.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In
operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

We are proud of the fact that UCLan Film Production is changing frequently due to student input. We have regular staff and student liaison meetings where we discuss in minute detail issues that students flag up. Assignment deadlines, equipment booking procedures, technical specification, even what types of equipment we purchase are all based on student input. This is very important to us and keeps us ahead of the curve for a good learning experience for you.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and
voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.
8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 takes full advantage of the learning opportunities that are provided.

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<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
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<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire, Preston Campus</td>
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<tr>
<td>3. University Department/Centre</td>
<td>School of Film, Media and Performance</td>
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<td>4. External Accreditation</td>
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<td>5. Title of Final Award</td>
<td>BA (Hons) Film Production</td>
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<td>6. Modes of Attendance offered</td>
<td>Full Time and Part Time</td>
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<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Media &amp; Communication</td>
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<td>9. Other external influences</td>
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<td>10. Date of production/revision of this form</td>
<td>April 2016</td>
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<td>11. Aims of the Programme</td>
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<tr>
<td>• To develop in students the ability to produce innovative work of high quality, based on the convention of narrative Film Production, Documentary and Experimental Forms.</td>
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<td>• To provide a course that combines an arts based approach with the development in practical work of critical, technical and transferable skills that will be of great benefit to graduates seeking work in the media industry</td>
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<tr>
<td>• To further provide a sound grounding in social and critical issues around the creative and digital industries which will both underpin post-university work and equip those wishing to continue postgraduate study</td>
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<tr>
<td>• To develop transferable skills of self-evaluation, independent research and project management and development</td>
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12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Apply key critical ideas around contemporary Film Production.
A2. Critically discuss and appraise their own work and work of their peers.
A3. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice.
A4. Demonstrate an awareness of social contexts of media work and apply these in both written and practical projects
A5. Appraise and challenge their own practice and that of their peers, through work produced

Teaching and Learning Methods

The course combines a reflective critical approach with practical work. In all work active and independent learning is encouraged. Throughout all levels, there is a strong emphasis on encouraging students to draw on their individual strengths to produce fresh and, at best, innovative work. All skills teaching and critical work are ultimately aimed at extending the student's confidence and ability to fulfil this aim.

Assessment methods

Assessment will typically require submission of practical work (scripts), presentations and supporting documentation and/or Evaluation.

B. Subject-specific skills

B1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on video techniques
B2. Experiment with more complex techniques to produce work
B3. Demonstrate a high level ability to create work suitable for public exhibition/distribution
B4. Demonstrate a high level of independent management, planning, research, development and evaluation of major writing projects
B5. Present work to professional standards

Teaching and Learning Methods

There will be a structured progression of practical work from the introductory stages to the final year projects. Modules are designed to ensure that in the earlier part of the course each student explores a range of approaches, from which they can selectively build their own in-depth practice at later stages. The development of each individual student's strengths as a practitioner will lead to the production, in the final year, of a highly developed body of work, reflecting their own concerns.

Assessment methods

Assessment will typically require submission of practical work (scripts), presentations and supporting documentation and/or Evaluation.

C. Thinking Skills

C1. Apply key critical ideas around contemporary Film Production
C2. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice and introductory level critical texts, and be able to express this in written form and spoken presentation and discussions
C3. Demonstrate more complex critical awareness of their own practice and that of their peers through work produced
C4. Demonstrate a high level of critical and contextual awareness through their practical work

Teaching and Learning Methods

The link between practice and critical theory is central to the course. Theory should not be simply illustrated in the practice, nor become a prescribed straitjacket that students must adhere to. Active testing and exploration of relevant theoretical ideas play an important role in the development of creative practice. Core modules explore cultural theories of particular importance; some of these are generally offered to all students, others look more specifically at writing in particular. Modules will continue to develop the link with critical ideas by including both formal lectures and student
<table>
<thead>
<tr>
<th>Presentation about relevant work, and more informal group discussions about the students’ and other work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Assessment will normally require the submission of written assignments and presentations</td>
</tr>
<tr>
<td><strong>D. Other skills relevant to employability and personal development</strong></td>
</tr>
<tr>
<td>D1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on film/video techniques</td>
</tr>
<tr>
<td>D2. Demonstrate group working skills and professional project management</td>
</tr>
<tr>
<td>D3. Plan, research, develop and evaluate personal practical work</td>
</tr>
<tr>
<td>D4. Demonstrate a high level of independent management, planning, research, development and evaluation of practical projects</td>
</tr>
<tr>
<td>D5. Present work to professional standards</td>
</tr>
<tr>
<td><strong>Teaching and Learning Methods</strong></td>
</tr>
<tr>
<td>The course centres on study through a practice based approach; students will be actively engaged in a process of sharpening their perception and ideas through strategic experimentation and professional project management. This emphasis is paired with a very strong leaning towards the disciplined, production management based professionalism expected from graduates in the creative industries. Students will be given the opportunity to experiment and to develop the confidence to take creative and imaginative chances, whilst also being introduced to Industry practice and discipline.</td>
</tr>
<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Assessment will typically require submission of practical work (films), presentations and supporting documentation and/or Evaluation</td>
</tr>
<tr>
<td>Level</td>
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<td>Level 6</td>
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</table>

**Bachelor Honours Degree in Film Production**
Requires 360 credits at level 4 or above including a minimum of 220 at Level 5 and 100 at Level 6

**Bachelor Degree in Film Production**
Requires 320 credits at level 4 or above including a minimum of 180 at Level 5 and above

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
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<td>AV2001</td>
<td>Compulsory module</td>
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</tr>
<tr>
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<td></td>
<td>Feature Film Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AV2005</td>
<td>Social Issues in Film Making</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>AV2002</td>
<td>Adaptations</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>AV2004</td>
<td>Documentary Production</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>AV2006</td>
<td>Music Video Production</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>AV2003</td>
<td>Introduction to Experimental Film</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>AV2007</td>
<td>Thinking Through film</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Optional modules (select 60 credits from the following)</strong></td>
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</tr>
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</table>

**Higher Education Diploma in Film Production**
Requires 240 credits at level 4 or above including a minimum of 100 at Level 5

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AV1001</td>
<td>Compulsory modules</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to Professional Film</td>
<td></td>
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<tr>
<td></td>
<td>AV1031</td>
<td>An Introduction to Narrative Film</td>
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</tr>
<tr>
<td></td>
<td>AV1032</td>
<td>An Introduction to Documentary Techniques</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>PV1030</td>
<td>Introduction to Scriptwriting</td>
<td>20 credits</td>
</tr>
<tr>
<td></td>
<td>AV1004</td>
<td>Life’s a Pitch</td>
<td>20 credits</td>
</tr>
</tbody>
</table>

**HE Certificate**
Requires 120 credits at Level 4 or above
### 16. Admissions criteria
(including agreed tariffs for entry with advanced standing)
*Correct as at date of approval. For latest information, please consult the University’s website.*

The normal entry requirements are:
- GCE ’A-Level 240 points. Subjects should normally include at least one of Media Studies, Photography, Film Studies, and/or Art, English Language, English Literature, and Drama.
- Advanced GNVQ in an appropriate subject area - at least Merit overall.
- BTEC in an appropriate subject area - at least Merit overall.
- Open College Stage B in an appropriate subject area - 60% or above.
- In addition, candidates should normally have GCSE English at grade C or above, or equivalent. Candidates without the above qualifications, or qualifications in other subject areas, will be considered provided that there is firm evidence of experience and commitment to at least one of the main areas of practical study (film/video making, digital imaging work etc).

At interview a portfolio of previous work in a relevant area will be requested. Applications from mature candidates will be welcome.

Direct entry into year 2 of the course is possible for candidates who have completed a HND/C in Media Production, or other related subject. For this to take place, the applicant must produce evidence that their previous study meets the relevant first level learning outcomes for the chosen route.

**ASMS**
- A pass in 10+2 (A levels) from a recognized board of examination
- Aptitude Test
- Personal Interview
- English Score 50 %

### 17. Key sources of information about the programme

- UCLAN.ac.uk
- UCLAN prospectus
- UCAS listing
- Open days
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<td>X</td>
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<tr>
<td></td>
<td>AV2005</td>
<td>Social Issues in Film Making</td>
<td>O</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>AV2003</td>
<td>Introduction to Experimental Film</td>
<td>O</td>
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<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>AV2007</td>
<td>Thinking Through Film</td>
<td>O</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>AV2006</td>
<td>Music Video Production</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
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<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>AV1031</td>
<td>An Introduction to Narrative Film</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>AV1032</td>
<td>An Introduction to Documentary Techniques</td>
<td>Comp</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>x</td>
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<tr>
<td></td>
<td>AV1004</td>
<td>Life’s a Pitch</td>
<td>Comp</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>PV1030</td>
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<td>Comp</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>

21
Learning Outcomes for Exit Awards:

Learning outcomes for the award of: Certificate of Higher Education

A3. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice.

B1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on video techniques

C1. Apply key critical ideas around contemporary Film Production
C2. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice and introductory level critical texts, and be able to express this in written form and spoken presentation and discussions

D1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on film/video techniques
D2. Demonstrate group working skills and professional project management

Learning outcomes for the award of Diploma of Higher Education

A1. Apply key critical ideas around contemporary Film Production.
A2. Critically discuss and appraise their own work and work of their peers.
A3. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice.
A4. Demonstrate an awareness of social contexts of media work and apply these in both written and practical projects

B1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on video techniques
B2. Experiment with more complex techniques to produce work
B3. Demonstrate a high level ability to create work suitable for public exhibition/distribution

C1. Apply key critical ideas around contemporary Film Production
C2. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice and introductory level critical texts, and be able to express this in written form and spoken presentation and discussions

D1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on film/video techniques
D2. Demonstrate group working skills and professional project management
D3. Plan, research, develop and evaluate personal practical work

Learning outcomes for the award of BA

A1. Apply key critical ideas around contemporary Film Production.
A2. Critically discuss and appraise their own work and work of their peers.
A3. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice.
A4. Demonstrate an awareness of social contexts of media work and apply these in both written and practical projects

B1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on video techniques
B2. Experiment with more complex techniques to produce work
B3. Demonstrate a high level ability to create work suitable for public exhibition/distribution
B4. Demonstrate a high level of independent management, planning, research, development and evaluation of major writing projects
B5. Present work to professional standards

C1. Apply key critical ideas around contemporary Film Production
C2. Demonstrate a contextual awareness of their work and that of their peers in terms of current and historical practice and introductory level critical texts, and be able to express this in written form and spoken presentation and discussions
C3. Demonstrate more complex critical awareness of their own practice and that of their peers through work produced

D1. Identify a range of techniques to produce narrative, documentary and experimental work with emphasis on film/video techniques
D2. Demonstrate group working skills and professional project management
D3. Plan, research, develop and evaluate personal practical work
D4. Demonstrate a high level of independent management, planning, research, development and evaluation of practical projects
D5. Present work to professional standards
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13. Awarding Institution / Body</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td><strong>14. Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td><strong>15. University School/Centre</strong></td>
<td>School of Film Media and Production</td>
</tr>
<tr>
<td><strong>16. External Accreditation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>17. Title of Final Award</strong></td>
<td>BA (Hons) Media (Foundation Entry)</td>
</tr>
<tr>
<td><strong>18. Modes of Attendance offered</strong></td>
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<tr>
<td><strong>19. UCAS Code</strong></td>
<td>F378 / M478 / 3C58 / F578 / F478 / W68 / D386 / M478 / P468 / 3D95</td>
</tr>
<tr>
<td><strong>20. Relevant Subject Benchmarking Group(s)</strong></td>
<td>QAA 251 (2008), Communication, media, film and cultural studies (no specific foundation benchmarking statements)</td>
</tr>
</tbody>
</table>
### 23. Aims of the Programme

- To provide students who do not have standard entry qualifications the opportunity to prepare for and progress on to a related undergraduate programme in media.
- To introduce students to the nature and the methodologies of media production subject specialisms available to study at undergraduate level.
- To allow students to acquire and apply the fundamental academic and practical skills essential for success on a related undergraduate degree in media.
- To introduce the concept of convergence and encourage engagement in discussion and debate on the interdisciplinary nature of media production and multidisciplinary skillset required across media subjects.
- To introduce, develop support and support independent learning strategies.
- To introduce and develop the intellectual skills and working methods to allow students to become reflective practitioners.
### 24. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

**A1.** of concepts relating to audio visual communication in media production  
**A2.** of concepts relating to linear and none linear (interactive) narrative  
**A3.** of media production methods and workflows  
**A4.** of approaches and roles in a media production context

#### Teaching and Learning Methods

Lectures, seminars and workshops will be used to introduce key topics and ideas. Students will be supported and encouraged to engage in discussion and practical activities to develop the fundamental concepts of each subject area. This will then be further developed through the context of independent study and exercises in preparation for subsequent classes and in the completion of individual assignments.

#### Assessment methods

- Practical multidisciplinary production portfolios and journals. Poster displays, presentations and computer based tests

#### B. Subject-specific skills

**B1.** The ability to originate and manipulate media assets  
**B2.** Control and adjustment of production equipment including video camera, stills camera, audio recorder, computer hardware  
**B3.** The origination and development of media suitable for digital platforms  
**B4.** Ability to select and deploy appropriate storytelling and communication skills

#### Teaching and Learning Methods

Lectures and workshops will be used to introduce basic skills and techniques these will then be explored in subsequent guided sessions. These skills will be further developed through independent experiential learning through practical exercises and study in the completion of assignments and in preparation for classes.

#### Assessment methods

- Production journals and portfolios  
- Generation and manipulation of media artefacts  
- Creation of documentation to support media production  
- Problem solving exercises
### Individual and group presentations

### C. Thinking Skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Research and analysis of media artefacts and assets</td>
</tr>
<tr>
<td>C2</td>
<td>Selection and deployment of effective strategies for production</td>
</tr>
<tr>
<td>C3</td>
<td>Critical and personal reflection</td>
</tr>
<tr>
<td>C4</td>
<td>Experiential learning and problem solving</td>
</tr>
</tbody>
</table>

#### Teaching and Learning Methods

Lectures, seminars and workshops will be used to introduce, discuss, nurture and develop skills. These skills will then be contextualised and implemented through exercises and further developed through independent study and the completion of assignments. Reflective skills will also be supported through one to one tutorials.

#### Assessment methods

- Presentations of analyses
- Research portfolios
- Assignments requiring the analysis and selection of effective production strategies
- Problem solving practical test

### D. Other skills relevant to employability and personal development

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Self management and autonomous learning</td>
</tr>
<tr>
<td>D2</td>
<td>Personal development planning</td>
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<td>D3</td>
<td>Communication and presentation skills</td>
</tr>
<tr>
<td>D4</td>
<td>Interpersonal skills</td>
</tr>
</tbody>
</table>

#### Teaching and Learning Methods

The requirements of meeting deadlines and the necessity for self management throughout the process of learning and assessment in a challenging though supportive environment will provide a context for learners to engage in, foster and develop personal, academic and creative skills. Lectures, seminars and workshops will be used to introduce and discuss the fundamental skills and concepts that will be developed through the context of independent study, practical work and self-reflection. This will be contextualised through workplace and exhibition visits, guest practitioner talks and case studies. One to One tutorials will also be used to further self-reflection and support personal development planning with a focus on progression to level 4 and beyond.

#### Assessment methods

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<table>
<thead>
<tr>
<th>Self-reflective personal development journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation on media industry roles and production methods</td>
</tr>
<tr>
<td>Initiation and completion of extended project in a chosen media subject area</td>
</tr>
<tr>
<td>Level</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Level 3</td>
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<td>Level 3</td>
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</tbody>
</table>

**14. Awards and Credits**

- **BA (Hons) Media (Foundation entry)**
  Requires 120 credits to proceed

  To:

  - **BA (Hons) Film Production** (must include TEC002, PVC001, PHC001, TEC003)
  - **BA(Hons) Television Production** (Must include TEC002, PVC001, TEC003, PVC002)
  - **BA (Hons) Screenwriting with Film, Television and Radio** (must include TEC002, PVC002, PVC001, AXC003)
  - **BA (Hons) Photography** (must include TEC002, PHC001, PHC002, AXC003)
  - **BSc (Hons) Media Production** (must include TEC002, TEC001, TEC003, AXC003)
  - **BSc (Hons) Web Design and Development** (must include TEC002, AXC003, RPC001, AXC003)
  - **BA (Hons) Animation** (must include TEC002, AXC003, RPC001, PVC001)
  - **BA (Hons) Games Design** (must include TEC002, AXC003, RPC001, PVC001)
  - **BA (Hons) Digital Visual Effects** (must include TEC002, AXC003, RPC001, PVC001)
15. Personal Development Planning

The course has at the heart of its design the encouragement of students to put personal development at the core of their learning. Through group activities, tutorials and assessments learners will be constantly encouraged to reflect on their progress and to apply all of their learning and experiences to their individual academic and career goals. The course is designed to equip students with the skills, knowledge and experience to independently set personal academic and career goals and to make subsequent subject progression choices accordingly.

16. Admissions criteria

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website.

This programme is aimed at students with none standard HE entry qualifications.

Entry requirements at A2 level would be in the range of DDE and for BTEC MPP equivalent to a UCAS points level of 160

International applications will require an IELTS score of 6.5

Mature students and applicants with none standard entry qualifications will also be considered, particularly if they have professional or other relevant experience

17. Key Sources of information about the programme

- University, School and course specific web sites
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>Knowledge and understanding</td>
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<td>Extended Project</td>
<td>COMP</td>
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<td>AXC003</td>
<td>Introduction to Animation and Games</td>
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<td>RPC001</td>
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*Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*
Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

*This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.*
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
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1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.

1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:
http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

• You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
• You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
• We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

• One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building
near the main entrance) or access our careers and employability resources via the Student Portal

It’s your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study. [http://www.uclan.ac.uk/students/study/library/the_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance. [https://www.uclan.ac.uk/students/health/disability_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](http://www.uclan.ac.uk/students/study/library/the_i.php) in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

5. Students’ Union
You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course
6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is
not simply an aggregation of module outcomes; it relates to the learning and attributes
developed by the programme as a whole and which, in general, are typically in HE more
than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are
couraged to check information on our relevant course pages from time to time, particularly
before submitting any application for their academic year of study. Material changes about a
course will be notified to you in material produced after the change is made and at the time
you are made any offer of a place of study for that course. For details about changes to
course information after you have accepted any offer, please see our Additional Information
and Conditions of Offer.

7. Assessment
Please note that all modules will be assessed. You are expected to attempt all
required assessments for each module for which you are registered, and to do
so at the times scheduled unless authorised extensions, special arrangements
for disability, or extenuating circumstances have been expressly agreed by the
University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the time and date on your assignment
instructions / brief. If you anticipate that you will have difficulty in meeting assessment
deadlines or you have missed or are likely to miss in-semester tests you must report this at
the earliest possible opportunity. An academic staff member, such as your Academic
Advisor or Module or Course Leader, will be able to provide advice to you on how to do this.
Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that
significantly disrupt student performance in assessment. Where students have a temporary
unexpected circumstance that means that they are unable to complete a particular
assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions
Authorisation of the late submission of work requires written permission. Your School is
authorised to give permission for one extension period of between 1 and 10 working
days where appropriate evidence of good reason has been accepted and where submission
within this timescale would be reasonable taking into account your circumstances. Requests
for extensions should be made prior to the submission date as extensions cannot be given
Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence,
to your CAS Hub. Further information is available on the Student Portal
at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt
of the request.

If you are unable to submit work within 10 working days after the submission date due to
verifiable extenuating circumstances, you may submit a case for consideration in
accordance with the University’s Policies and Procedures on Extenuating Circumstances
(Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances
Some students face significant events in their personal life that occur after their
course has started, which have a greater impact on their studies than can be
solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's Academic Regulations.

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- **Cheating** is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- **Plagiarism** describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- **Collusion** is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- **Re-presentation** is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students’ Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan.