UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) FILM & DIGITAL ART.[1]

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

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[1] Formerly known as BA (Hons) Digital Film & Screen Arts

Section A – Material Course Information

Validating Body	University for the Creative Arts.[2]
Teaching Body	University for the Creative Arts
Final Award Title and Type	BA (Hons)
Course Title	Film & Digital Art

Course Location and Length	Campus: Farnham	Length: Full-time - 3 Years

Mode of Study	Full-time	✓	Part-time	

Period of Validation	2016/17 – 2020/21
Name of Professional, Statutory or Regulatory Body	Not Applicable
Type of Accreditation	Not Applicable
Accreditation due for renewal	Not Applicable

Entry criteria and requirements[3]

As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.
That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.

More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.

Along with your portfolio, the standard entry requirements** for this course are:
* 112 UCAS tariff points from accepted qualifications*, or
* Pass at Foundation Diploma in Art & Design (Level 3 or 4), or
* Distinction, Merit, Merit at BTEC Extended Diploma, or
* Merit at UAL Extended Diploma, or
* 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject

And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).

Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

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[2] Regulated by the Office for Students

[3] This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-qualifications/
** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.

Overall methods of assessment[4]	Written exams:	Practical exams:	Coursework:
Level 4	0%	0%	100%
Level 5	0%	0%	100%
Level 6	0%	0%	100%

Overall Learning & Teaching hours[5]	Scheduled:	Independent:	Placement:
Level 4	41.3%	58.7%	0%
	496 hours	704 hours	0 hours
Level 5	34.3%	65.7%	0%
	412 hours	788 hours	0 hours
Level 6	15.4%	84.6%	0%
	185 hours	1015 hours	0 hours

General level of staff delivering the course.[6]	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or Professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and technicians to provide technical support.
Language of Study	English

Subject/Qualification Benchmark Statement:
Subject Benchmark Statement for Art & Design (2008)

Framework for Higher Education Qualifications (FHEQ)

The course structure

The structure of all of the University's awards complies with the University's Common Credit Framework. The Common Credit Framework includes information about the:
- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

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[4] As generated by the most popular unit descriptors and calculated for the overall course stage data.

[5] As generated by the most popular unit descriptors and calculated for the overall course stage data.

[6] Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year/Stage 1				
FFDA4001 Moving Image Culture: Understanding and Interpretation	4	30	Core	
FFDAS4002 Imagining Reality	4	30	Core	
FFDA4004 Experimental Media	4	30	Core	
FFDA4003 Portraits	4	30	Core	
Year/Stage 2				
FFDA5001 Cultures of Convergence	5	30	Core	
FFDA5002 Innovation & Interference	5	60	Core	
FFDA5003 Professional Toolkit	5	30	Core	
Study Abroad with Host Institution	5	60	Elective	No
FFDA5004 Digital Film and Screen Arts Study Abroad and International Exchange unit	5	60	Elective	No
Year/Stage 3				
FFDA6001 Dissertation	6	30	Core	
FFDA6002 Resolution 1	6	30	Core	
FFDA6003 Resolution 2	6	60	Core	

Section B - Course Overview

The philosophy of Film & Digital Art (F&DA) places an emphasis on exploring the creative and conceptual possibilities of moving image and hybrid digital practices. You will be encouraged to push the limits of technology, experiment creatively and develop innovative ideas for projects that over the duration of the course will build a practice to equip you for a future in the fast-changing creative industries, for exhibition and for post graduate study.

The mobile functions of smartphone devices that enable us to share and communicate information; the integrated functions of computer tablets, e-readers, apps and networked gaming; crowdsourcing and open technology initiatives have collectively shifted and radically re-directed human creativity within an increasingly multilayered digital culture.

The course offers you the platform for exploring and developing critical and practical relationships to moving image within these newly formed and forming contexts, by assimilating, manipulating and appropriating the creative potential of new technologies as they have emerged and are emerging. This learning process takes place alongside the critical engagement with traditional and already existing technologies, with a view to forming hybrid engagements that redefine our relationships to contemporary media and the cultures they define and are defined by.

F&DA has the distinction of being in the School of Fine Art and Photography at UCA. Through research and contextual development in theories of moving image, media and contemporary art, you are encouraged to critically reflect on your own practice. Through technical workshops and creative practice you will develop a highly professional production skills base. Then, as you move through the course, you are encouraged to broaden your knowledge, understanding and application by engaging with a range of

interdisciplinary processes and ideas to develop an imaginative and technically accomplished portfolio. This combination of professional skills and production knowledge, complimented by curiosity, risk taking and conceptual exploration, will give you a unique advantage of broad and transferable skills that leads to employability in an increasingly complex and competitive digital culture.

In the first year you will be well supported to develop the core skills and language of still and moving image practice (research, preproduction, lighting, composition, camera operation, sound recording, digital postproduction, compositing) by working in small groups and individually to complete a number of small tasks and longer project briefs. Research, critical reflection, contextual understanding and creative development of practical work is documented in a reflective journal as an online blog that underpins all three years of your studies as a dynamic showcase of individual engagement, processes, abilities, outcomes and evaluation. At the same time, through your theory lectures you will be exposed to a variety of ideas and methodologies through which you could begin to deconstruct contemporary visual culture, with a particular focus on the moving image. Two essays will be developed to evidence your understanding and interpretation of critical theory.

The year two units encourage interdisciplinary (transmedia or hybrid) enquiry by supporting both contemporary art practice and professional digital production. Optional fields of study may include dance film, coding for interactivity, animation, sound design, SFX, installation art and expanded cinema, such as projection mapping. You become more independent through longer projects that require more self-management skills, more complex productions are developed and self-authored Learning Agreements are made to seek production approval. Audiences and modes of dissemination are considered, exhibitions and screenings are undertaken and CVs, statements and proposals are developed. At the same time, through your Year 2 theory lectures, you investigate in more depth the major trends in contemporary art and their complex relation to technology, science and digital culture at large. Two essays are produced in this stage, one of which is the dissertation proposal in Stage 6. The preparation of the dissertation proposal is supported by a series of lectures, seminars and tutorials.

In the final year you will synthesise the critical, conceptual, contextual, creative and technical skills learned in previous years to produce a sustained project that focuses on your final goals and/or employment. This work is researched, rationalised and proposed by a detailed Learning Agreement that is shaped through guided mentoring and then developed through production to final resolution. Your practical work will be supported by an 8,000-word dissertation and the preparation for this will include a series of lectures and one-to-one tutorials.

Many of our alumni work freelance or set up their own companies after graduating; for example, Kode Media, Iron Box Films and BrightStem. A 2010 graduate has directed BBC's Poldark, the BAFTA winning series Misfits, commercials for The Mill and has a feature film in development with the BFI. Graduates are working at The Mill, Double Negative, Cartoon Network, Boomerang, The Conran Design Group, pd3, Incentivated, M&C Saatchi Mobile, Tiger Aspect Productions and other well-known companies. Many proceed to post graduate study and/or careers as artists and educators.

Section C - Course Aims

A1   To acquire detailed knowledge of the key aspects of still and moving image and achieve critical, analytical, creative and practical skills at the forefront of the discipline that will allow progression into the creative industries, development of a fine art practice or post graduate studies.

A2   To plan, execute and resolve outcomes that evidence analysis and enquiry into the disciplines of Film & Digital Art and demonstrate a sophisticated and knowledgeable contextual understanding

A3   To demonstrate innovative, accomplished and professional techniques and creative ability through the choice and rationalisation of practical processes, production skills and materials

A4 To evidence collaborative working with peers and to identify the current and future possibilities of still and moving image practice to communicate to particular audiences

A5 To be self-determined in research, the refinement of skills, production and resolution of scholarly work and creative projects, both independently and collaboratively

Section D - Course Outcomes

Upon successful completion of the course students are able to:

LO1 Critically evaluate and analyse arguments, assumptions and abstract concepts to make judgements and achieve solutions in the wider cultural and social context of still and moving image practice

LO2 Understand and apply the methods and techniques of still and moving image practice to review, consolidate and extend knowledge and understanding in the initiation and execution of creative projects

LO3 Identify, understand and apply professional and creative production techniques appropriate to the resolution of an still or moving image outcome for a specific audience

LO4 Communicate information, ideas, problems and solutions to peers and creatively engage audiences through still and moving image practice.

LO5 Exercise transferable skills of time-management, responsibility and initiative in complex decision-making processes and show an aptitude and ability for employability, further professional training or post graduate study.

Knowledge

LO1, LO2, LO3, LO4, LO5

Understanding

LO1, LO2, LO3, LO4, LO5

Application

LO1, LO2, LO3, LO4, LO5

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The course team are committed to developing a supportive creative academic community with relevant and effective teaching and learning strategies in line with UCAs Creative Education Strategy. They focus on delivering academic experiences that promote knowledge, understanding and practice of the discipline, as well as the acquisition of transferable skills.

The teaching and learning methods adopted by the course range from unit briefing, lectures, seminars, group and individual tutorials, practical classes and workshops, supervised time in workshops, demonstrations, field trips, external visits, creative journals and blogging, project work individually and

in groups, formative and summative assessment supported by the use of a Virtual Learning Environment (VLE -MyUCA) and other online environments.

These may be delivered as structured events, online delivery, guided learning and independent learning experiences. Communication with you is undertaken in guided learning sessions or online, and through the VLE. Academics and technical tutors deliver core concepts and technical skills in lectures and workshops that enable you to establish a broad base of learning as well as to specialise to an advanced level. You will have a year leader to support you in your studies and with pastoral issues.

The delivery of the course is carefully planned to maximise the use of available resources. You are advised of the timetable in advance and the staff team aim to keep changes to a minimum. The integration of theory and practice is central to the course and learning is carefully structured through interdependent units at each level to develop a broad base of interrelated experiences, whilst also providing you with the opportunity to specialise from Level 5 to graduation.

Your professional and personal development is supported through both guided and self-initiated activities. The academic programme contains tasks and projects that require execution of a range of analytical skills based on research, creative ideas, production planning, technical development and evaluation of outcomes to move forward. As you progress through the course you will consider specific audiences, explore ways to reach them, devise opportunities to promote your work and identify goals beyond university.

Teaching and learning at Level 4 is structured and intensive. During this year you will establish good practice in academic and creative research, contextual understanding, core technical skills, production planning, communication and self-management. Project work is undertaken individually and in groups. The group working agreement and peer group assessment is introduced.

Delivery of Level 5 continues to be structured but outcomes for project briefs are proposed through Learning Agreements (LA) where you establish your goals for a practice unit and this becomes a contract between you and (if group work) the rest of your group and the unit leader. The LA will be reviewed over the length of the unit to evaluate progress, ensure commitment to the group and finally reflected on in relation to the resolved outcome and assessment.

At Level 6 the LA is a your self initiated proposal that is researched and developed with academic support and, once approved, will go into production for the resolution of a final major project or portfolio.

To capture and reflect on professional and personal development through all three years of DFSA you will develop your reflective creative journal as an on-line blog. This is key to evidencing research and creative development in tutorials, presentations and at assessment points. Importantly, throughout the course you are developing an outward-looking online profile that reflects your creative ability and interests along with your technical accomplishments. The team promote good self-management and collaborative, professional behaviour within a creative community of learning and is networked with our F&DA alumni and external contacts.

The course team have a wide range of experience that spans across different areas of the discipline and beyond. Visiting artists, filmmakers, alumni and lecturers as well as collaboration in delivery with other courses, will enrich the diversity of your experience, whilst also enhancing the course's professional networks. You are encouraged to actively use our networks via the F&DA Blog, Facebook Alumni Group, YouTube and personal contacts with a view to establishing placements.

The ethics of sustainability are both a practical and philosophical concern to Film & Digital Art. You are encouraged to critically reflect on the excesses and limitations of our contemporary digital culture throughout your time on the course. This engagement takes place both through your investigation of the ethical practices of sustainability on a conceptual level, but also through your adoption as users and consumers of digital technologies. In addition, the course places a particular focus on the ethical issues raised by the proliferation of data, its economic power, and its short-term and long-term social and

cultural impact.

For example, you may consider your digital footprint in the world, mass consumerism and it's impact on global warming and data collection and it's relationship to surveillance and control. Students examine themes such as 'upcycling' to repurpose and reuse familiar and obsolete objects, or to (re)establish connections between analogue and digital technology.

The course aims to maintain international perspectives on still and moving image practice within the curriculum. At Level 5 you have the opportunity to study abroad at a fantastic range of locations and institutions around the world. We also offer trips to various international festivals such as Transmediale in Berlin and cultural events and gallery visits in cities such as Paris and New York.

You have access to support with research and academic writing from Learning Advisors in the Library. There is a range of support available for those with LSAs from Learning Support from software for those with dyslexia through to more specialised and bespoke assistance for those with other needs. The F&DA course team work closely with the university's Gateway service and for those students that evidence a need, alternative assessments can be arranged.

In order to progress with your studies you need to participate actively in your learning experiences. You are expected to take responsibility for achieving your potential through fully engaging with those experiences, with the course requirements communicated through programme specification, unit outlines, unit handbooks, assignment briefs, timetables, other written communication and verbally in session with tutors and those who support your learning. An important measure of your engagement is your attendance record.

Assessment Strategy

The assessment strategy aims to support the importance of continuous engagement with learning through practice, listening to others and critical reflection and thinking.

The assessment process includes formative feedback that is developmental and summative assessment that provides a benchmark against which to judge progress and levels of achievement. From the start of the course you will use your creative journal to engage with the staff team and other students about the ongoing development of your skills. On the Film & Digital Art course this takes the form of an online blog that is key to discussing your research and ideas along with evidencing your technical and creative development in tutorials, presentations and at assessment points so you can get formative feedback to support you to work towards the best possible outcome at summative assessment.

All units are structured around aims, learning outcomes and assessment criteria that address research, contextual understanding, technical and creative skills, communication and self-management. These differ according to the aims of the unit and become more complex, demanding and specialist in terms of the level of knowledge, understanding and application as you progress through the course. The Common Credit Framework is mapped against assessment criteria to ascertain the level of achievement for each unit.

At L4 and L5 to help you engage with the complicated process of assessing creative work you take part in peer assessment for group work. Group critiques, group and individual tutorials as well as workshops provide you with valuable on-going formative feedback. Summative assessment of practical work usually requires a presentation that includes discussion of your work with staff and students for verbal feedback. This will be followed by written summative feedback with advice to help you progress from your unit leader. Some technical exercises are hand-ins or submitted online through MyUCA. From 2015 all summative feedback is filed on MyUCA, so you can easily access all your written feedback on the course in one place.

The assessment strategy for group projects is as a collective piece of work, but with your individual role and achievement evidenced by your production materials, the content of the creative journal/blog and mapped to your individual Learning Agreement. At L4 and L5 peer group assessment can also create a

spread of marks between members of a group but the overall mark is always pegged to the staff mark for the work.

All essays are submitted online through Turnitin and checked for plagiarism at summative assessment. At L4 and L5 feedback is provided in three forms; as notes on the essay, as written feedback and discussed in a subsequent feedback tutorial to help you move forward to the next essay.

At L6 there are individual feedback tutorials for the dissertation and formative feedback on a draft submitted to an earlier deadline. All students have access to Learning Advisors in the Library who can advise on research and academic writing skills and those who have DSAs have access to a Learning Advisor and/or mentor who will support your writing skills and in some cases alternative equivalent assessments can be arranged.

You are encouraged to undertake work experience to compliment and enrich the possibilities of your L6 major project, by which time you should be able to identify your future goals and understand the professional context, career or post-graduate study potential of your proposal to address the future beyond University. Throughout the course you are developing an outward-looking online profile with your blog that reflects your creative ability and interests along with your technical accomplishments. The F&DA team support the self-assessment of your skills, values, interests, motivations and goals on a journey into professional life or post-graduate study and the summative assessment criteria of the L6 units are based on these aims and outcomes as are those for the F&DA Programme Specification.

Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:
- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives