

LEEDS BECKETT UNIVERSITY

Course Specification

MA Filmmaking

2017-18 (MFILM)

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LEEDS
BECKETT
UNIVERSITY

Faculty of Arts, Environment & Technology

School of Film, Music and Performing Arts

Award and programme title: MA Filmmaking

Level of qualification: Level 7

Interim awards available:

Award	Title	Level
<i>PGDip</i>	<i>Filmmaking</i>	7
<i>PGCrt</i>	Filmmaking	7

Length and status of programme and mode of study

Programme	Length (years) Status (FT/PT/SW)	Mode (campus-based / DL or other)
MA Filmmaking	18 Months/ 3 Semesters FT	Campus-based

Course Specification

Overview and Aims

The Course centres on the collaborative process of filmmaking with each student being able to follow their own individual creative pathway through a range of collaborative and individual exercises and projects. Students will be expected to develop their individual critical and theoretical skills alongside the development of their practical and technical skills within the collaborative process. The MA aims to develop genuinely experienced perceptive and practiced individuals who are able to take on the complex and demanding role of their major creative project in their final semester, and who will then be able to move on into a highly demanding and competitive industry. The Course is able to call upon resources and personnel beyond the Faculty and industry professionals and practitioners contribute regularly to the course providing masterclasses and mentoring.

The MA Filmmaking is part of the School of Film, Music and Performing Arts and as such MA students are able to work with fellow students in Music and Performing Arts as well as working with other cohorts within the film school at Honours Level. In addition the School

now has a number of researchers at doctoral level, providing potential new pathways for MA students as well as ensuring a further engagement in experience at different levels.

Course Learning Outcomes

1	High level of individual competence in and conceptual understanding of the relevant specialist practice skill with a comprehensive understanding of relevant craft techniques and skills, and the ability to fully deploy this knowledge in developing original creative work with skill and imagination.
2	A systematic critical awareness of the contextual, historical, conceptual and ethical dimensions of the student's individual specialist discipline in particular, and of filmmaking in general, and the ability to relate this understanding to the contemporary debates that underpin and inform film and moving image practice.
3	The ability to work effectively with others, through collaboration, collective endeavor and negotiation with an understanding of and respect for the collaborative filmmaking journey.
4	An understanding of filmmaking based on the ability to generate creative ideas, concepts and proposals, to engage in investigation and speculative enquiry, employ convergent and divergent thinking and to consolidate these processes into practical endeavor.
5	The development of Masters and industry level research methodologies and skills, and the demonstration of originality in the application of this knowledge to the development of individual and collaborative creative projects.
6	The demonstration of self-knowledge and self-direction in tackling and solving problems both individual and within the collaborative practice, and the development of an independent learning ability that will enable continuing professional and creative development.

Course Structure

<p>Semester 1 students are provided with a thorough introduction to the requirements of the Film School and the expectations of professional practice. Students will be challenged to identify the context of their own practice, exploring voice and vision as individual and collaborative filmmakers through experimentation and speculative enquiry. In Semester 2, students will continue to develop their research methodologies and their comprehensive appreciation and application of the connections between cultural, social and economic contexts of filmmaking, with a self-reflexive account of their practice. There will be a focus upon the development of the Masters Project, with an intensively collaborative period of team-working, developing and exploring the possibilities of a full range of projects. Additionally students will work together on a short film project aimed at exploring aspects of the Masters Project with investigation and experiment at the heart of this approach to form and content, both as collaborators and as individual specialists. The culminating Masters Project will see the realisation of a complex work showing a high level of professional creativity, the utilisation of skills at the highest level and the demonstration of a</p>

sophisticated and critically aware conceptual understanding in both concept and execution.			
Semester 1	Core (Y)	Semester 2	Core (Y)
<i>Creative Practice</i>	Y	<i>Masters Project Development</i>	Y
<i>Professional Practice 1</i>	Y	<i>Professional Practice 2</i>	Y
<i>Critical Practice 1</i>	Y	<i>Critical Practice 2</i>	Y
Semester 3			
<i>Masters Project</i>	Y		
<i>Next Project Development</i>	Y		

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The MA Filmmaking embraces the Learning and Teaching Strategy of the University. The Course emphasizes both vocational and academic success with a mix of Critical and Theoretical Modules allied to Modules that focus upon the development of practical craft skills with throughout an emphasis upon the inter-relationship between theoretical and practical knowledge. Students are involved in course development through formal consultation and feedback but also through the close relationship development between students and tutors during the Course. Feedback and continuing assessment during the development of projects is an underlying principle of each Module's progress.

The course seeks to provide an active learning environment for students based upon the values of the academic community which is also embedded with the entrepreneurial and creative philosophy of the filmmaker and which will provide the students with the full experience of the collaborative creative environment. The learning environment is one that positively welcomes and challenges the students to develop their awareness of other cultures, creative styles and society values.

The approach to Assessment, Learning and Teaching is grounded upon the following principles:

- The provision of an all round contextual understanding of the filmmaker's craft; including the development of individual creativity, with a strong theoretical and cultural awareness whilst exploring and developing the professional and craft specific skills required;

- Providing an environment in which students collaborate in creative and professional partnerships whilst maintaining individual integrity;
- A commitment to the development of entrepreneurial awareness through the provision of industry based events, networking with industry professionals and ensuring that staff involved in the course are committed to sharing their professional and creative knowledge;
- The course will focus upon the development of innovative subject material, challenging students to explore new content, new methods of practice, and to push the boundaries of experience and knowledge;
- The course will seek to develop partnerships which will provide a sustainable framework for continuing international creative collaboration;

Learning and Teaching Activities

The MA encompasses a number of key activities including scheduled lectures and seminars, individual and group tutorials, project supervision throughout development, practical classes and workshops as well as guided independent study. Experimentation in both practice and in thought is specifically encouraged and throughout the course students are required to be active learners, whether through the development of their creative projects, through their presentations of critical theory where students are expected to present to their fellow students and to engage in discussion about the ideas and concepts raised, or through the process of applying their individual understanding to the collaborative project. There is an emphasis upon the reflexive process, both as individuals and as collaborators, with the expectation that the insights discovered and explored through this process will be made visibly and critically manifest through practical application. One of the strengths of the course is that there is not a separation between tutors and lecturers who deliver theory on the one hand, with practitioners providing practical classes on the other. Instead the integration of theory and practice is reflected by the cross-collaboration of the school's academic staff in both areas. Similarly the emphasis upon the collaborative process ensures that insights in one area of specialist understanding will be incorporated into and influence the understanding of fellow students' practical and theoretical understanding.

The Film School is now developing a strong PhD research programme with PhD students (both as students and as film school academics) undertaking research into a number of film-making arenas and the introduction of PhD studies into the Film School environment has already succeeded in stimulating an increased interest in the significance of theoretical work allied to practice.

Graduate Attributes (UG only)

N/A

Use of the Virtual Learning Environment

Currently the University VLE is used, but the Faculty is now going to CAGD and the MA will be taking full advantage of this opportunity to develop submissions of portfolios, on line journals, screenings, etc. The University VLE is used for course documents and content. A Facebook

page has been established for MA students for information sharing. The Critical Practice module encourages the use of Prezzi for the submission of work. E-journal submissions are encouraged, particularly with regard to reflexive practice. VIMEO, Dropbox and similar programmes are used for file/video sharing between students and staff. The nature of filmmaking is collaborative and students are encouraged to be proactive in developing their own approaches to file sharing.

Use of Blended-Learning

The nature of the collaborative process of filmmaking and the fact that the collaboration is practice-based does mean that the majority of learning within the Film School and on the Course itself is either individually face-to-face or through practice based workshops. However there is an increasing use of file-sharing through the use of modern technology and this will continue to be a developing process as the Film School as a whole responds to a new possibilities presented in this area.

Assessment Strategy

Assessment:

The course holds a firm belief in the practice of continuous assessment and feedback which will take place throughout workshops, lectures, assignments, exercises and at all stages of development, pre-production, production and post-production.

Assessment will encompass the individual contributions towards collaborative work and the project itself. Abilities and skills will be assessed through a combination of individual portfolios coursework assignments, presentations and essays. Knowledge and understanding will be assessed through seminar presentations, essays, progressive journaling and coursework assignments.

Student contributions to the collaborative process of Masters Project Development and the Masters Project itself will be assessed both in terms of the individual craft contribution to the project itself and by the overall quality of the creative project as a whole. The assessment strategy is aimed at ensuring that where a student's individual contribution and ability is at a higher or lower level than the overall quality of the creative project, this individual contribution can and will be separately assessed through the individual portfolios, presentations and coursework assignments. In addition to formal assessment points, both formative and summative, a continuous process of engagement, based around individual and collective tutorials, together with the provision of a range of tasks ensures that the students themselves are able to monitor their own progress in meeting the course's learning outcomes. Because of the nature of the collaborative process students who may fail and are required to submit will have their submission requirements determined on an individual basis and appropriate projects or assignments designated according to their individual creative skills enabling them to demonstrate their achievement of learning outcomes for the Module.

The Film School as a whole has considerable experience in this area, particular in the Final Year of the BA FMIP, and strategies to ensure equitable assessment in collaborative projects

have been developed with care and precision. Deliverables, based upon industry accepted standards, will also form part of the assessable material where appropriate.

Feedback on Assessed Coursework

Verbal feedback is provided immediately after presentations of both theoretical and practical work; formative assessment is provided throughout the development process of all projects including the major projects; summative assessment is provided formally with written feedback made available to the students.

Module Assessment Methods

Module Titles	Core (Y)	Portfolio	Presentation	Collaborative Projectwork	Written Assignment	Individual Output	Project and professional Plan
<i>Professional Practice 1 Level 7</i>	Y	100					
<i>Creative Practice Level 7</i>	Y	100					
<i>Critical Practice 1 Level 7</i>	Y		100				
<i>Professional Practice 2 Level 7</i>	Y	50		50			
<i>Masters Project Development Level 7</i>	Y	50		50			
<i>Critical Practice 2 Level 7</i>	Y				100		
<i>Masters Project Level 7</i>	Y			50		50	
<i>Next Project Development Level 7</i>	Y						100

Employability and Professional Context

The course has a strong focus on developing professional and employability skills in an industry which demands from new entrants the ability to hit the floor running. The creativity of the course is vital to its development but equally recognizes that students are prepared for an arts industry that is highly competitive, market and commercially orientated, with high professional standards.

Teaching strategies for the course are aimed at ensuring that students will develop a reflective and reflexive approach to their cultural practice. They will develop key skills which are not only generic but specific to the requirements of the industry, for example the ability to structure and generate projects within a market/commercial perspective; work effectively, flexibility and professionally to established deadlines, understanding and working to professional briefs, entrepreneurial awareness and making effective use of “insider” and “embodied” knowledge, ability to communicate concepts clearly and effectively to both specialist and non-specialist practitioners, ability to evaluate and use technological and software developments and apply these effectively in practice.

Students will demonstrate considerable and advanced practical specialist knowledge within their own craft specialisms, and demonstrate the ability to work collaboratively across a range of projects. Professionalism is assessed throughout all practical modules and students will be assessed upon their individual craft skill as well as upon their collaborative and project work.

As indicated earlier the Next Project module is aimed specifically at not only the continuing development of the students’ industry practice, but also equipping the students with both the toolkit and a marketable project to move them forward from the academy to the industry. Students are also encouraged and supported in the formation of collaborative entrepreneurial and creative teams that will be able to work together after completion of the course.

Work-Related Activities

N/A

Placement or Work-Related Activity Level:

N/A

Placement or Work-Related Activity Length in Weeks:

N/A

Type of Placement or Work-Related Activity:

N/A

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
	Example Assessment changed from examination to presentation in Module X, see section entitled Module Assessment Methods.	Level 5 from September 2018-19 entry