BIMM UNIVERSITY

A university for the creative industries

BA (Hons)

FILMMAKING

Academic Year 2024/25

Welcome

I would like to extend a very warm welcome to our vibrant and exciting Film Faculty. For those of you joining us for the first time, we hope that you will soon become acquainted and feel at home within our filmmaking community of students and staff. For those returning at levels 5 and 6, we welcome you back warmly and wish you continued success on your exciting educational journey into the screen, film and creative industries.

This handbook provides you with key information about your course, including how it is studied and assessed, along with details of administrative support, teaching staff and wellbeing teams. It also contains lots of information about the facilities on our campuses and how to access them.

This handbook will support your journey throughout your time at the University and help you to familiarise yourself with all that is on offer on your exciting educational journey, as you develop, progress and continue your time in the Film faculty.

I would like to take this opportunity to wish you all every success in your studies and your future with us in the Film faculty.

With very best wishes,

Sam Hope

Sam Hope
Dean of Film

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PART ONE:
GENERAL INFORMATION

Key Resources

A quick note: you will need to be logged into your BIMM Microsoft account to access some of the links in this handbook.

BIMMStudents
bimmstudents.com is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

> Campus SharePoint sites
> Microsoft Office 365 (including emails, cloud storage and apps like Word and Excel)
> Timetables (CELCAT)
> BIMM Library
> Study Skills Hub
> BIMM University's Virtual Learning Environment (Canvas)
> Creative Futures (careers) information and guidance
> Tutorial booking
> BIMM Connect - Student networking
> BIMM Digital User Guides

Canvas
Canvas is BIMM University's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance your learning experience. This platform is an integral part of the student experience at BIMM University - it is not only an online extension of the classroom but is also the place where you will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support you during your studies, including important information such as assessment deadlines and guides to each module on the course. Each module has a dedicated space in Canvas where students can access materials used in class and additional study resources.

Students will also find links to campus news and networking forums, annual monitoring reports, campus Board of Studies and Student Representation forum minutes, and much more in Canvas.

Module Specifications
Module specifications contain important information about each module such as the module's summary and aims, its learning outcomes, details of assessments, teaching methods and contact hours, and the module reading list.

You can find all module specifications in the **Course Documentation SharePoint**. They are also linked to in the **"Course Structure"** section of this handbook.

Timetables
Your student timetable is your guide to where you need to be. Your timetable is accessible through **BIMMStudents**, and it includes details of the times, dates and locations of your lessons, as well as who will be teaching you. If you'd like to synchronise your timetable with calendar applications on your devices, you can go to the 'Application Support' section of bimmstudents.com. If you have any questions about your timetable, you should reach out to your Course Leader.

Equipment Lists
Students may be expected to have certain equipment in order to successfully complete their courses. You can find your Faculty's equipment list **here**.

Reading Lists
Your reading list is an important tool for finding information on your module topic. You should consult your reading lists when looking for academic material to support your learning and for completing your assignments.

Each reading list is made up of resources relevant to your module, which will help you to identify some of the authors and sources of information that are considered reliable and reputable. Your reading list can also save you time at the start of the research process as it provides easy access to key material, and shows which resources are considered core or additional reading, which will help you to prioritise your reading.

You can access reading lists for all modules in Canvas. For full details on how to access reading lists, and other how-to guides, visit the **Module Reading List SharePoint page**. Further guidance is also available on the **BIMM Library website**.

BIMM Student Association (BSA)
Run by students, for students, the BIMM Student Association (BSA) is here to help you connect with like-minded people. The BSA's student-led societies and events are a fantastic way for you to meet new and interesting people, gain valuable life skills and build your own BIMM University experience. If you don't feel like your passions, beliefs, or interests are represented, you can start your own group with the BSA's help, as funding and support are available.

Each year, a President and Committee are selected at each campus to run the local BIMM Student Association (BSA). Together, they work with campus staff and students to continually improve the BIMM student experience. We will introduce you to your BSA President after you begin your course.

Examples of societies past and present include:

> Quiz Nights (including Tutors Vs. Students Quiz)
> DJ Society
> Five-a-side Football Tournaments
> Bouldering Society
> Skateboarding Society
> Vinyl Club
> LGBTQ+ Society
> Women's Society
> Vegan Society

Communication

Your University email
The University will send important information about teaching, assessments, and Faculty events to your BIMM University email address. It's important that you check your University emails on a regular basis and respond or take action as required.

Trusted (Emergency) Contact
We require you to provide the name and contact details for someone to act as your primary designated 'Trusted (Emergency) Contact'. Where possible, we ask you to give details for a second person to act as a secondary 'Trusted (Emergency) Contact. These people could be called upon to make medical or legal decisions for you if you become incapacitated.

Where possible, at least one should be a parent, guardian or family member. They must be 18 or over. Please do not include someone where the relationship could change over the next few years and ensure they are made aware that you have nominated them as this contact. You will have been asked to nominate these contacts at registration, but you can update these contacts at any time by emailing your Student Wellbeing team.

Note that this policy only applies to students aged 18 or over. For those under 18, the **Under 18s Admission Policy and Procedure** applies and emergency contact details must be provided via an U18 Parental Consent Form before arriving at the University.

For further information, see our full **Trusted (Emergency) Contact Statement**.

Canvas
Information will sometimes be shared through the Virtual Learning Environment (VLE), **Canvas**, both via module pages and via general announcements.

Student Voice
The University's Student Voice processes offer several ways for students to feed back. You can do this via one of the surveys open throughout the year, or you can feedback at any time through a number of methods and contacts, such as:

> Course Leaders
> Campus teams, e.g. Student Wellbeing
> Student Representatives

The University welcomes student feedback to help us improve and enhance our provision, so please do take part in our Student Voice activities. More details can be found in our **Quality Handbook**.

Support and Advice

If you are unable to find the information you need in this Handbook or on the website you can contact staff, who will be able to help or point you in the right direction (see Communication and Contacts section above). For any guidance or support around interpreting our academic policies or procedures, please contact your Head of School or Course Leader in the first instance.

Student Wellbeing
Student Wellbeing teams promote and support the mental, emotional, and physical health and wellbeing of students on campus, as well as ensuring a culture of safeguarding for all students and staff. They provide a whole spectrum of support and can offer advice, support and guidance on a range of issues such as mental health or physical health concerns, additional learning needs, mitigating circumstances and reasonable adjustments, financial hardship, complaints, or anything else relating to wider university life.

Our campus-based Student Wellbeing teams provide support for students with learning difficulties, disabilities, or medical conditions. They have a wide range of resources enabling them to help with topics from anxiety, eating disorders and financial advice to stress management, resilience, and coping skills. They lead on the promotion of healthy behaviours and environments on campuses, with initiatives related to physical activity, healthy eating, and substance use prevention.

A triaging approach ensures that students are quickly referred to specialists within the Student Wellbeing team, or to external counsellors or health specialists as required. You can find details of your Student Wellbeing teams via **BIMMStudents**, or through your campus's on-site Information Hub.

Learning & Disability Support
If you have additional learning needs, you should inform your local Student Wellbeing/Learning Support team as soon as possible if you feel you require learning support to aid you in their course. If additional learning needs are stated prior to enrolment, Student Advisors will contact you to discuss your requirements and any support that needs to be put in place from Semester 1.

Learning Student Support teams can help you to explore what statutory and local support is available to you and in some cases, degree students in UK campuses may be eligible for Disabled Students Allowance (DSA).

In order to access additional support, a diagnosis of a condition is key. Anyone without a diagnosis should organise one as soon as possible to ensure they receive the support they are entitled to. BIMM University can support students in accessing a dyslexia assessment service should they require it.

Please contact your local campus Learning Support team who will be able to offer up to date information and guidance on all matters relating to Learning and Disability Support – see your campus SharePoint (accessible via bimmstudents.com) for more information.

Academic Support
Academic support information, including guides to referencing and academic writing, can be found on the **Study Skills SharePoint**.

Careers
Career advice and guidance is available via the Creative Futures team. The team is made up of experienced careers specialists who are dedicated to connecting students to industry opportunities, and to acting as a compass as students navigate their pathway into the creative industries.

The support provided by Creative Futures is designed around our students' unique skills and interests. The team works closely with industry partners and the University's academic teams to equip students with the skills and experiences needed to succeed, empowering students to build a sustainable career in music and the broader creative industries.

You can find more information by navigating to **BIMMStudents**, selecting your campus, and then selecting the Creative Futures icon.

Complaints & Appeals

We hope you are satisfied with your experiences at BIMM University. However, if you have a concern, then we have procedures in place for handling Student Complaints and Appeals.

The Student Complaints Procedure outlines how to submit a formal complaint if you experience problems relating to teaching, learning, research and supervision, and to the provision of other services by the University. We always suggest trying to resolve the issue informally with your local campus teams first (see below for further information).

The Student Appeals Procedure outlines how to make an appeal against a decision made by an academic body (such as an Assessment Board) regarding results, progression or award, or a procedural outcome (such as a disciplinary panel sanction or judgement).

If you are considering making an Appeal or Complaint, you are strongly advised to talk to one of the following staff at your Campus. They can advise you on your case, help to resolve it informally and, if necessary, support you in the process of making a formal Appeal or Complaint:

> Student Wellbeing Advisor or Manager

> Your Course Leader or Deputy Course Leader

> Head of School or Campus Dean

> One of your Student Representatives

Further information on Academic Appeals and other Appeals and Complaints, as well as the relevant forms, can be found on the **Appeals and Complaints** pages of our website.

Student Responsibilities

All of BIMM University's policies and procedures can be found on the University's **website**. Students are expected to familiarise themselves with all policies and procedures. For any guidance or support around interpreting our academic policies or procedures, please contact your Heads of School or Course Leader in the first instance.

You are expected to attend classes and submit work for assessment as well as engage in the required amount of self-directed study as quantified in the module specifications. Expectations around student engagement are outlined in our **Student Engagement Policy**. Poor attendance with little engagement may lead to being withdrawn from your course, so it's important that you get in touch with your Course Leader or Wellbeing team if you are going to be absent or are struggling. We can provide support and guidance to students who require it, so please do reach out to your course and campus teams.

Library resources are supplied through the **BIMM University electronic library** and dedicated physical reading rooms, and you are expected to use these resources in your own time.

Prevent Duty

The Prevent Duty is part of the UK Government's Counter-Terrorism strategy to prevent individuals being drawn into extremism. BIMM University safeguards learners from extremist ideologies, radicalisation and support individuals through early intervention.

We take a proactive and risk-based approach to the Prevent Duty, and it is embedded into many of our policies, including our dedicated Prevent Duty Policy, and our Safeguarding Policy. Anyone can make a referral – if you have a concern, you should speak to your local Student Wellbeing team in the first instance for help and support.

For further information, see the **Prevent Duty Policy**.

IT Usage

The **Fair Usage Policy** outlines the expectations for use of BIMM University IT systems including equipment, email, OneDrive and student WIFI. Students should adhere to the outlined expectations of this policy and avoid engaging in prohibited activities.

Prohibited activities include (but are not limited to): intentional physical damage, unauthorised administrative system changes, hacking or bypassing security measures, engaging in cyber threats or intentionally spreading malware, bullying and harassment or discriminatory behaviour, inappropriate web browsing including (but not limited to) gambling, pornography, violence or extremist material and illegal streaming.

Graduate Attributes

Upon graduating, BIMM University students are expected to be:

Employable and Entrepreneurial
BIMM graduates will act with professionalism and integrity. They will demonstrate entrepreneurial skills to their colleagues and potential employers including:

> exemplary communication skills;
> efficient time management;
> effective self-managed independent and team working;
> respect for the opinions of others and the ability to receive criticism and use it constructively; imaginative, creative and critical thinking;
> effective problem solving;
> digital literacy;
> numeracy;
> a strong sense of personal and professional identity.

Resilient and Adaptable
BIMM graduates will be confident and resilient enough to recover quickly from set-backs.

Creative, Collaborative and Connected
BIMM graduates will be self-assured enough to form lifelong creative networks where they can connect and collaborate with others on activities or projects to generate value.

Globally Aware
BIMM graduates will be confident to act effectively in settings where language and culture are not familiar to them and will understand international context and practices both within, and beyond, their discipline.

Socially Responsible
BIMM graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

Professional
BIMM Graduates will demonstrate an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries.

Intellectually Curious
BIMM Graduates will demonstrate initiative, self-reflection, academic integrity and ethical responsibility. They will possess powers of analysis, synthesis, and evaluation. They will appreciate disciplines and forms of professional practice beyond their own and draw connections between them.

Self-Aware
BIMM Graduates will be equipped to seek knowledge and to continue learning throughout their lives. They will set themselves high standards and will demonstrate qualities that enable them to be reflective and independent lifelong learners.

Assessment

Higher Education Strategy
BIMM University is committed to providing high quality teaching and support for its students by addressing the differentiated needs of individual learners, and ensuring that all students have equal and fair access to learning resources. All learning and teaching approaches adopted by BIMM University are flexible, student-centred, diverse, and appropriate to the skills and needs of individual students.

To provide relevant, diverse, quality learning experiences, every course implements the BIMM University Higher Education Strategy. This strategy allows us to create inclusive, engaging learning activities that can address diverse learning and teaching styles, foster the culture of a learning community, and enable students to develop their own creative identity. The strategy also aims to help build our students' capacity to be innovative in dealing with obstacles set by the professional demands of the industry. You can read BIMM University's Higher Education Strategy in full **here**.

Assessment Guidance
During your studies, you'll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so students will need to read the **Student Assessment Handbook** in full to make sure you understand how assessments will work for you. Both the Assessment Handbook and the **Undergraduate Academic Assessment Regulations** provide guidance on all elements of assessment at the University, including assessment modes, assessment rubrics, late submission policy (including detail on the no penalty 24-hour deadline extension) and what happens if you fail a module.

How will I be assessed?
There are generally two types of assessment on BIMM University courses:

> Coursework – assessments that are submitted online through the University's VLE, Canvas.

> Face-to-Face – practical assessments including performances, demonstrations, presentations and other activities that are assessed in person.

Assessment can be formative or summative:

> Formative assessment has a developmental purpose and is designed to assist students in their learning by providing them with feedback on their performance. This feedback should indicate how students' performance can be improved or maintained.

> Summative assessment often evaluates student performance at the end of a module, and usually involves students receiving a grade that indicates their level of performance. Students will also receive feedback on summative assessment.

How will my work be marked?
Student work is marked using the BIMM University assessment rubric. A rubric is a tool that allows us to standardise the process of grading, making it more efficient, saving time for faculty and providing you with effective feedback that promotes your learning. You can find the assessment rubric for each level of study in the **Student Assessment Handbook**.

When will I be assessed?
Assessment dates can be found in the Course Structure section of this handbook, as well as in the module specification.

Academic Integrity

BIMM University is devoted to supporting students in their learning. Therefore, a clear understanding of academic integrity is an important component of the competencies students will develop whilst studying with us. All students studying at BIMM University are responsible for the integrity of their learning and their choices, including any decision to break the rules. However, we will work with students at every study level to understand our values and expectations. Moreover, our staff will model best practices in academic integrity in their teaching and research and the material they share with you to support. More information on Academic Integrity, including academic misconduct, can be found within the **Academic Integrity Policy**.

Exceptional Circumstances

We understand that sometimes students may require additional support, whether on an ongoing or temporary basis. **The Exceptional Circumstances Policy** covers topics such as reasonable adjustments, adjustments to teaching, and mitigation.

Feedback

Students will receive lots of feedback through the course of their studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback - whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

Different types of feedback

There are three main types of feedback that are used at BIMM University:

> Informal iterative feedback from your teacher and possibly your peers in class and during online sessions.

> Formative assessment feedback is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.

> Summative assessment feedback is the feedback you receive on formal graded 'summative' assessments.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson. Comments on assessed work should always be returned to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Please see the **Student Assessment Handbook** for more information on feedback, including how to prepare for receiving feedback, how to understand feedback, and how to use feedback.

PART TWO:
COURSE-SPECIFIC INFORMATION

Key Course Staff

Nathaniel Fregoso

Course Leader (Berlin)
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Course Summary & Aims

Course Summary
The BA (Hons) Filmmaking was created for students wanting to develop filmmaking skills and realise a passion for the craft of film production in a dedicated film school environment. The overall vision of the course reflects the three-year development of creative, technical, and logistical skills within the traditions of film production. Screen and Film School acts as a production base, and the specialist pathways available to you throughout your studies reflect current professional industry roles.

These specialist pathways include directing, cinematography, post-production, screenwriting, sound, and production design. These pathways are designed to support your production of several short films, in a variety of genres, including documentary, narrative, music video and experimental. Underpinning these production specialisms, we support your development of collaborative and teamworking skills by creating a teaching environment where you learn with and from your peers. In any given week you could be learning in any of these following ways:

> Technical workshops
> Industry practitioner talks
> Demonstrations and masterclasses
> Production recces (location finding)
> Pitching
> Community and industry networking
> Testing equipment
> Rehearsals with actors
> Script development and table reads.

Course Aims
Your first year (Level 4) has been designed to ensure that you have a foundational understanding and grounding in the technologies, crafts, production roles and fundamental principles of film production. It will introduce you to the key production roles of director, screenwriter, director of photography, camera operator, sound and post-production specialist and production designer, as well as giving you an introduction into film business and idea development. By the end of level 4 you will have gained an understanding of the film and creative industries and will have engaged with industry standard processes and protocols within the collaborative and production of a music video and narrative short film.

The second year (Level 5) has been designed to support you to develop the critical, technical and production skills and advance these skills to an intermediate level. The specialist pathway options are in directing, screenwriting, cinematography, sound, producing, post-production and production designing. During this year you will further develop your understanding of the processes and protocols of the film and creative industries with the production of two short-form films in documentary and a short film for a film festival submission.

During your third year (Level 6) you will realise an advanced critical understanding of production, resulting in the development of your creative, technical, theoretical, and organisational skills within your production pathway. The expectation will also be for you to produce a high quality, innovative and technically realised graduate film that demonstrates the ability to self-manage and work to professional expectations.

Throughout your three years on BA Filmmaking you are supported and facilitated to engage with industry through industry placements, live briefs, site visits and work opportunities. Upon graduation you will be supported by the Creative Futures team into finding work placements and paid opportunities within the film, streaming and television industries.

Course Structure

Alongside your course's subject-specific core and optional modules, all undergraduates at BIMM University will study an aligned series of core modules called the Curriculum Spine. You will study a Spine module each semester throughout the duration of your course. These modules have been designed to provide a connected learning experience across all our Schools, providing opportunities to collaborate with students from both other courses and Faculties. These Spine modules will aid you to develop graduate attributes plus personal and professional development skills essential for success in the creative industries.

Code	Year/ Semester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
Year 1						
COM411	1/1	4	**The Creative Industries**	Spine	15	13
FMM411	1/1	4	**Short Film 1 Filmmaking**	Core	15	13
FMM412	1/1	4	**Technical Practice**	Core	30	14
COM412	1/2	4	**The Creative Industries & You**	Spine	15	13
FMM413	1/2	4	**Short Film 2 Filmmaking**	Core	30	14
FMM414	1/2	4	**Production Design**	Core	15	13
Total Credits					120	
Year 2						
COM521	2/1	5	**Defining Your Practice in Context**	Spine	15	14
FMM501	2/1	5	**Short Film 3**	Core	15	14
FMM502	2/1	5	**Screenwriting 1**	Option	15	13
FMM503	2/1	5	**Direction Fiction 1**	Option	15	13
FMM504	2/1	5	**Direction Factual 1**	Option	15	13

FMM505	2/1	5	**Creative Producing & Managing the Production 1**	Option	15	13
FMM506	2/1	5	**Production Design & Art Direction 1**	Option	15	13
FMM507	2/1	5	**Cinematography 1**	Option	15	13
FMM508	2/1	5	**Sound Recording & Post 1**	Option	15	13
FMM509	2/1	5	**Post-Production Editing & Grading 1**	Option	15	13
FMM510	2/1	5	**Post-Production VFX & Compositing 1**	Option	15	13
FMM511	2/1	5	**Development, Distribution & Commissioning 1**	Option	15	13
FMM512	2/1	5	**Camera, Grip & Lighting 1**	Option	15	13
FMM513	2/1	5	**Production Logistics 1**	Option	15	13
FMM514	2/1	5	**Research for Specialism 1**	Option	15	13
FMM515	2/1	5	**Factual Entertainment 1**	Option	15	13
COM522	2/2	5	**Exploring Practice Through Collaboration**	Spine	15	13
FMM516	2/2	5	**Short Film 4**	Core	15	14
FMM517	2/2	5	**Screenwriting 2**	Option	15	13
FMM518	2/2	5	**Direction Fiction 2**	Option	15	13
FMM519	2/2	5	**Direction Factual 2**	Option	15	13
FMM520	2/2	5	**Creative Producing & Managing the Production 2**	Option	15	13
FMM521	2/2	5	**Production Design & Art Direction 2**	Option	15	13

FMM522	2/2	5	**Cinematography 2**	Option	15	13
FMM523	2/2	5	**Sound Recording & Post 2**	Option	15	13
FMM524	2/2	5	**Post-Production Editing & Grading 2**	Option	15	13
FMM525	2/2	5	**Post-Production VFX & Compositing 2**	Option	15	13
FMM526	2/2	5	**Development, Distribution & Commissioning 2**	Option	15	13
FMM527	2/2	5	**Camera, Grip & Lighting 2**	Option	15	13
FMM528	2/2	5	**Production Logistics 2**	Option	15	13
FMM529	2/2	5	**Research for Specialism 2**	Option	15	13
FMM530	2/2	5	**Factual Entertainment 2**	Option	15	13
Total Credits					240	
Year 3						
COM601	3/1&2	6	**Final Project**	Spine	30	14 (S2)
FMM601	3/1	6	**The Pre-Production Process**	Core	30	A1: 11-12 A2: 14
FMM603	3/1	6	**Camera, Grip & Lighting 3**	Option	15	13
FMM604	3/1	6	**Cinematography 3**	Option	15	13
FMM605	3/1	6	**Creative Producing & Managing the Production 3**	Option	15	13
FMM606	3/1	6	**Development, Distribution & Commissioning 3**	Option	15	13
FMM607	3/1	6	**Direction Factual 3**	Option	15	13
FMM608	3/1	6	**Direction Fiction 3**	Option	15	13

FMM609	3/1	6	**Factual Entertainment 3**	Option	15	13
FMM610	3/1	6	**Post-Production Editing & Grading 3**	Option	15	13
FMM611	3/1	6	**Post-Production VFX & Compositing 3**	Option	15	13
FMM612	3/1	6	**Production Design & Art Direction 3**	Option	15	13
FMM613	3/1	6	**Production Logistics 3**	Option	15	13
FMM614	3/1	6	**Research for Specialism 3**	Option	15	13
FMM615	3/1	6	**Screenwriting 3**	Option	15	13
FMM616	3/1	6	**Sound Recording & Post 3**	Option	15	13
FMM602	3/2	6	**Production Realisation**	Core	30	14
COM612	3/2	6	**Professional Portfolio**	Spine	15	13
Total Credits					360	

Course Learning Outcomes

BA (Hons) Filmmaking Year 1 (Level 4)

Setting. Able to:

A1. Work in response to guidelines and supervision to establish a base of key filmmaking skills.

Knowledge and Understanding. Able to:

B1. Explore the relationships between technical and creative aspects of film production and direction.

B2. Interpret the requirements of a range of production roles and responsibilities.

Cognitive skills. Able to:

C1. Explore the relationships between technical and creative aspects of film production and direction.

C2. Select and utilise information from established sources and underpinning theories to inform practical and conceptual aspects of filmmaking practice.

C3. Use established methods of judgment for assessing the quality of film and media.

Performance & Practice. Able to:

D1. Apply sound technical and creative production skills within clearly defined parameters.

D2. Undertake key production, editing and directional roles and responsibilities for commercial moving image production.

D3. Work collaboratively with other filmmakers, applying standard approaches to teamwork in specified contexts.

D4. Discuss key ethical and professional practice issues for meeting sound expectations of a developing practitioner.

Personal & Enabling skills. Able to:

E1. Set and communicate clear and realistic goals in a range of basic production settings and identify challenges to achieving success.

E2. Reflect on strengths and weaknesses in production outputs and the approaches taken to achieving them.

BA (Hons) Filmmaking Year 2 (Level 5)

Setting. Able to:

A1. Work with limited supervision in a variety of production roles to resolve tensions between creative aspiration and practical achievability

Knowledge and Understanding. Able to:

B1. Acknowledge the value of key theories, concepts and frameworks for interrogating and interpreting film and media products and practices.

Cognitive skills. Able to:

C1. Synthesise from a range of conceptual and practical ideas to inform the development of competent film production outputs in circumstances of varied complexity.

C2. Undertake research into production and consumption of film and media, interpreting data to evaluate effective practices.

C3. Evaluate the impact and influence of key cultural and societal issues on filmmaking.

C4. Analyse the relationships between a range of conceptual and theoretical perspectives to address the complexities of interpreting film and media.

Performance & Practice. Able to:

D1. Apply established production techniques and approaches within specified and predetermined resource limitations to construct viable and competent outputs.

D2. Apply a variety of production methods and technical solutions for achieving practical outputs and conceptual clarity in film.

D3. Work with others to negotiate the editing and production of content in various stages of the production cycle, recognizing and resolving conflict to deliver against realistic expectations.

D4. Consider ethical and organizational standards and expectations in relation to specified production roles.

BA (Hons) Filmmaking Year 3 (Level 6)

Setting. Able to:

A1. Conceptualize and realize filmmaking work in a range of complex and unpredictable contexts, acknowledging both recognized and emerging working processes in the field of filmmaking

A2. Take accountability for the application and impact of your filmmaking craft in a range of autonomous and prescribed project settings

Knowledge and Understanding. Able to:

B1. Articulate a comprehensive awareness of the discipline of filmmaking, and its constituent departmental specialisms.

B2. Engage critically with major thinkers and debates which contextualise and influence contemporary filmmaking.

B3. Conduct systematic and independent enquiry into contemporary moving image practices, articulating a critical awareness of the reciprocity of theory and practice

B4. Critically analyse complex concepts and arguments, communicating an appreciation for the uncertainty of knowledge

Cognitive skills. Able to:

C1. Make decisions and propose solutions in response to the complex demands of emerging media and technology settings; critically evaluating the effectiveness of choices and approaches.

C2. Synthesise concepts and information from the critical and contextual aspects of filmmaking practice and theory, to support the realisation and resolution of film production craft.

C3. Critically analyse complex concepts and arguments, communicating an appreciation for the uncertainty of knowledge.

Performance & Practice. Able to:

D1. Synthesise from a range of film production techniques to devise responses to complex briefs and circumstances; in line with established industry requirements.

D2. Act with autonomy to determine the selection and application of departmental specialisms to meet the needs of a production for a range of different audiences and collaborators.

D3. Create conceptually coherent film work for a variety of media platforms and contexts, with reference to aesthetic considerations and appropriateness of presentation.

D4. Execute film craft in response to the constraints and requirements of commissioning and funding structures of the filmmaking industry.

Personal & enabling skills. Able to:

E1. Apply project-specific leadership and collaborative competencies when working with others to manage the variables and contingencies of a range of filmmaking approaches.

E2. Use skills of emotional intelligence to negotiate, resolve conflict and work effectively with others in professional and creative contexts.

E3. Critically self-assess to generate insight into practice, and make judgements on the approaches you take to it

E4. Communicate and present coherent ideas and information using verbal, visual and written forms, utilising appropriate technology

Course Specification

Full Title of the Course & Award	BA (Hons) Filmmaking
Mode of Attendance	Full-Time
Length of course	This course is taught as a three-year course at Levels 4, 5 and 6.
Start date	September 2024
Awarding Institution	BIMM University
Teaching Institution	Screen and Film School Berlin, Screen and Film School Brighton, Screen and Film School Manchester, Screen and Film School Birmingham
UCAS Code	W600
Language of Study	English
Final Award	Certificate of Higher Education (exit award only at Level 4) Diploma of Higher Education (exit award only at Level 5) Bachelor's Degree with Honours
FHEQ Level	120 credits at Level 4 120 credits at Level 5 120 credits at Level 6
ECTS Level	60 credits at Level 4 60 credits at Level 5 60 credits at Level 6
Reference Points	QAA Subject Benchmark for Communication, Media, Film & Cultural Studies (2016) QAA UK Quality Code
Minimum Period of Registration	3 years

Maximum Period of Registration	6 years
Admissions Criteria	**A-levels or BTEC** Normally two A-levels at grade C or above (64 UCAS Tariff points), or BTEC Extended Diploma MMP and Normally three GCSEs to include English Language. **International Baccalaureate** 24 points. **Access to HE Diploma** Pass with 60 credits overall. At least 45 credits at level 3, with 24 credits at merit or above. **For applicants who previously studied in Higher Education** If an applicant has previously completed at least one level of an HE course, they may be eligible to apply to join the course directly at Level 5 or 6. See **here** for more on Recognition of Prior Learning (RPL). **For applicants with relevant sector/industry experience** **Recognition of Prior Practice (RPP)** is an alternative entry route onto Level 4 of the course for mature applicants (19+) who do not hold the minimum qualifications required to gain entry. **English language requirements** IELTS 6.0 overall, and a minimum of 5.5 in each band. **Portfolios and Applicant Days** All applicants who demonstrate the potential to meet the entry requirements will be asked to submit a portfolio of their own work in support of their application. This can either be done at an applicant day, where applicants showcase their portfolio of work to a film tutor and partake in a number of interactive workshops, or through submitting an electronic portfolio to be reviewed by a film tutor.
Date of Course Specification Revisions:	June 2024