

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MA or Postgraduate Diploma
<b>4</b>	<b>Programme Title</b>	MA in International Film: History, Theory, Practice
<b>5</b>	<b>UCAS/Programme Code</b>	MA 4039; Diploma 3377
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	4
<b>9</b>	<b>Date written/revised</b>	August 2007

**10 Programme Aims**

The broad educational aims of the programme are:

- to provide students with knowledge of a range of national cinemas and film genres.
- to provide students with training in a range of research methodologies specific to the study of film
- to develop and widen student's knowledge of film as a medium and as a manifestation of specific cultural histories

The programme aims to produce graduates with the following qualities:

- proficiency in a range of research skills including data-gathering, comparative analysis, bibliographical skills, and the application of ITC
- a high level of competence in the close analysis of films and critical discourses on film
- the ability to recognize and subsequently to employ key theoretical paradigms in the fields of film studies, gender studies, cultural studies, philosophy, and the visual arts
- a capacity for particular cognitive skills, such as critical and selective information gathering, synthesis, and analysis

**11 Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

**Knowledge and Understanding**

On completing the programme students should have knowledge and understanding of:

- A1 the generic skills appropriate to advanced study and research in the arts and humanities, both theoretical and empirical, at Masters level
- A2 aspects of the cinemas, and their contextual cultures, of range of countries, in depth and detail.
- A3 modes of visual and narrative representation and their social, political, commercial, and creative implications
- A4 for students opting to move beyond Diploma level, to write a dissertation on an in-depth knowledge of a self-chosen aspect of study.

**Teaching and Learning Methods**

The primary means of imparting A1-4 is by a mix of lectures, lecturer presentations, seminars, student presentations, practical analyses of segments of film, workshops, and one-to-one tutorials on work in progress. These primary means lead to guided self-study, mainly through reading and the close viewing of films, and to the development of independent study programmes through selective identification of key areas of materials and ideas.

**Assessment Strategy**

A1-4 are assessed by written assignments and, where applicable, a dissertation.

**Intellectual Skills**

On completing the programme students should be able to:

- B1 The ability to gather, synthesise and evaluate information.
- B2 The ability to undertake independent, critical analysis.
- B3 The ability to organise and present ideas convincingly within the framework of a structured and reasoned argument, oral or--more usually--written.
- B4 The ability to apply appropriate methodologies to specialist areas of study.
- B5 For students opting to write a dissertation - the ability to design a research project, manipulate and present substantial amounts of data and/or original ideas, and select and employ appropriate research methodologies.

**Teaching and Learning Methods**

B1-4 skills are developed through: the planning, drafting, and writing up of assignments; seminar preparation and presentation; group discussion. B4 is, additionally, developed across a range of related disciplines in the Faculty training module. B5 is developed in a preparatory module, for those opting to write a dissertation, and in the planning and execution of the writing of chapters comprising a dissertation designed to study in depth and special aspect of study and to give training for and insights into possible doctoral study.

**Assessment Strategy**

B1-4 are assessed by means of written assignments; B2 is additionally and to a higher level assessed in the dissertation; B5 is assessed through the dissertation, with particular emphasis being placed by assessors on skills of design, presentation, selection, and argument.

**Practical Skills**

On completing the programme students should have acquired:

- C1 the particular skills of semiotic, narratological, structuralist, post-structuralist, and new historicist analyses of film, and the applications of these
- C2 an ability to deploy detailed knowledge of key terms in film analysis and the analytical engagement with film history
- C3 the ability to deploy detailed knowledge of key tendencies, movements, styles, and trends in the film industries and environments of reception across a range of countries and an ability to analyse the ways in which such knowledge and its objects are constructed over time
- C4 the ability to work imaginatively with key issues in Film Studies such as those of: authorship, gender, the role of the market, modes and circumstances of production, nationality, race, reception, stardom.
- C5 a basic knowledge of the skills involved in making a documentary film including developing a narrative screenplay, filming and editing.

**Teaching and Learning Methods**

Learning outcomes C1-2 are achieved via: compulsory core courses in theory and analysis; the delivery of contextual knowledge in lectures and lecturer presentations; guided reading and viewing. C3 is achieved incrementally through the study of optional courses on a range of cinemas. C4 is achieved through systematic and staged coverage, according to module choice and mode of study, of issues such as authorship, gender, the role of the market, modes and circumstances of production, nationality, race, reception, stardom. C5 is achieved according to module choice through lectures, seminars and workshops in which students will produce a documentary film.

<b>Assessment Strategy</b>
C1-4 are also assessed through written assignments and, where applicable, a dissertation. C5 is assessed according to module choice through the making of a film, oral presentation and the writing of an essay reflecting on the film making process.
<b>Transferable/Key Skills</b>
On completing the programme students should be able to effectively and efficiently:
D1 communicate and persuade D2 use library and bibliographic research resources D3 interpret and make sense of visual data used representationally D4 identify and solve complex intellectual problems D5 use email, databases, and online environments as research and study tools D6 manage one's time, make plans and set priorities in order to achieve an objective. D7 work creatively and flexibly with others as part of a small team.
<b>Teaching and Learning Methods</b>
D1-4 are enhanced through seminar presentations and discussions, and through the planning, drafting, and writing up of assignments and, where applicable, the dissertation. D5 is developed in the Faculty Research Training module and put into practice across the whole range of student intervention, most particularly in the presentation of written work. D6 is developed in short-term mode across the whole range of student intervention, most particularly in the timely delivery of oral presentations and of written work; in medium-term mode it is developed notably in the preparation, staging, and completion of the dissertation. D7 is imparted, practiced, and enhanced in seminar interventions, group work, and discussions formal and informal, in and beyond the classroom.
<b>Assessment Strategy</b>
D1-5 are assessed through written assignments and, where applicable, a dissertation. D6 & 7 are not formally assessed but are deemed to contribute (negatively or positively) to the outcomes of assignments and, where applicable, the dissertation and are monitored through seminars and tutorials

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
This is a one year programme (full time) or two years (part time). Students must complete 180 credits, of which compulsory taught modules account for 60 credits [Faculty Research Methods (10), Subject specific Research Methods (10), Approaches to Film History and theory (20), Screen Aesthetics (10), Dissertation Preparation (10)], optional modules account for 60 credits, and the Dissertation counts for 60 credits.
<b>Key features of the programme (including what makes the programme distinctive)</b>
This is a degree with a strong academic pedigree which also allows students to acquire practical and vocational skills. It provides students with an opportunity to study film from across a wide range of national and historical contexts. There is a high degree of flexibility in the programme as students may also choose focus on two out of the three pathways: history, theory, practice.
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>

<b>13 Criteria for admission</b>
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*Entry qualifications* An upper second class BA Honours degree in a relevant subject: Arts, Humanities of Film and/or Media Studies.

*Admissions policy/selection tools* Standard University application form and references.

*Non-standard Entry Requirements* International equivalent academic qualifications. Relevant professional experience (film-making, teaching, film) can also be considered.

*Additional Requirements* N/A.

*Level of English Language capability* IELTS score of 6.5 (or 6.0 plus 10 weeks pre-sessional English), TOEFL 575 (paper-based) or 233 (computer-based), or equivalent.

## **14 Support for Student Learning**

### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see [http://www.ncl.ac.uk/international/coming\\_to\\_newcastle/orientation.phtml](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml))

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see

<http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

Where appropriate, in-sessional language training can be provided for students whose first language is not English. The Language Centre also houses a range of resources for learning

other languages.

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

### *Accreditation reports*

N/A

### *Additional mechanisms*

N/A

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 50 (Postgraduate programmes)

### *Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees. (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

### *Weighting of stages*

N/A

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

**Summary description applicable to postgraduate Masters programmes**

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

**Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

*Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The School Brochure

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/> )

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
HSS8000, SML8000	Comp	1, 4	1, 2, 3, 4	4	2, 5, 6
FMS8049, FMS8055,	Comp	2, 3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 6
FMS8090, FMS8099	Comp (for MA)	1, 2, 3, 4	1, 2, 3, 4, 5	2, 3, 4	2, 3, 4, 6
FMS8051	Opt	2	1, 2, 3	3, 4	1, 2, 3, 5, 6
SEL8062	Opt	2, 3	1, 2, 3, 4	5	1, 3, 6, 7
FMS8045, FRE8020, GER8001, SEL8059, SEL8180, SEL8198,	Opt	2, 3, 4	1, 2, 3, 4	2, 3, 4	1, 2, 3, 4, 6
FMS8050, FMS8052, FMS8053, FMS8054 SPA8008, SPA8024	Opt	2, 3, 4	1, 2, 3, 4	2, 3, 4	1, 2, 3, 4, 6