

**Title of Module: Post-production for Film**

<b>Code: FILM08009</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Douglas King		

**Summary of Module**

Post-production for Film will explore the different disciplines in post-production for filmmaking such as editing and sound design. Over the course of the module students will gain an understanding of post-production techniques within these disciplines and their application to filmmaking. They will analyse the use of postproduction techniques in existing films and their relationship to storytelling.

Students will learn through undertaking practical and develop their ability to critique and reflect on their own and each other's work.

They will develop a knowledge and understanding of professional post-production workflows and the relationship between different professional roles in post-production within the film industry.

- Post-production techniques and approaches and their use and effect on the viewer.
- Post-production processes and professional practices within the film and media industries.
- Practical application of post-production techniques, processes, and professional practices.
- How post-production techniques are used in visual storytelling.

**Module Delivery Method**

<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
			✓		

**Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓					

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

L1. Demonstrate knowledge of various post-production techniques and approaches and be able to produce informed close analysis of their use and effect on the viewer.

L2. Demonstrate an understanding of post-production processes and professional practices within the film and media industries.

L3. Creatively utilise and apply appropriate post-production techniques, processes, and professional practices to their own work.

L4. Demonstrate the capacity to critically reflect on and evaluate their own work utilising an understanding of how post-production techniques are used in visual storytelling.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 8.</p> <p>A knowledge of the broad defining features, and areas of post-production with specialist knowledge in the use of editing and sound design in storytelling.</p> <p>A discerning understanding of a range of core theories, concepts, principles, and terminology related to post-production. Awareness and understanding of current practices and specialisms in post-production.</p> <p>Awareness and understanding of how to increase their awareness of post-production processes and techniques through different modes of research.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Producing work that demonstrates the professional skills, techniques, and practices in post-production for film.</p> <p>Using a few advanced or complex skills in post-production editing or sound design.</p> <p>Practicing routine methods of enquiry in the application of these skills and techniques to their own work at a professional level.</p> <p>Considering and evaluating their own work in a reflective manner, with reference to professional practice - managing time and resources effectively</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Undertaking analysis, evaluation and/or synthesis of ideas, concepts, information, and issues which are within the common understanding of post-production in filmmaking.</p> <p>Using a range of approaches to formulate and evaluate solutions to routine issues in post-production based on evidence from professional practice.</p> <p>Critically evaluating evidence-based solutions to defined problems in post-production.</p> <p>Delivering work to a given length, format, brief and deadline.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Using a range of routine skills and some advanced and specialised skills and software in the post-production of films to convey complex information to a range of audiences.</p>

	Using a range of appropriate IT applications in post-production processes.
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Exercising autonomy and initiative in activities at a professional level in post-production.</p> <p>Exercise some responsibility for the work of others by working collaboratively. Practicing ways which take account of own and others' roles and responsibilities.</p> <p>Working under guidance with qualified practitioners.</p> <p>Working in flexible, creative, and independent ways that show self-discipline, self-direction and self-reflection.</p>

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	FILM07009 Filmmaking Fundamentals
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	6
Laboratory/Practical Demonstration/Workshop	30
Practice Based Learning	98
Independent Study	66
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Murch, W. (2001) In the Blink of an Eye: A Perspective on Film Editing

Hullfish, S. (2017) Art of the Cut: Conversations with Film and TV Editors

Sonnenschein, D. (2001) Sound Design; The expressive power of music, voice, and sound effects in cinema.

Dancynger, K. (2018), The technique of Film and Video Editing

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Engagement Requirements**

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

**Supplemental Information**

<b>Programme Board</b>	
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Arts & Media
<b>Moderator</b>	Sam Firth
<b>External Examiner</b>	Alex Neville
<b>Accreditation Details</b>	Screen Skills
<b>Changes/Version Number</b>	1

**Assessment: (also refer to Assessment Outcomes Grids below)**

A 3 minute film utilising different post-production techniques

A video essay analysing the use of post-production techniques

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
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#### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total For All Components</b>						100%	36 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

#### Equality and Diversity

In order for the student to complete this module they will need to use editing software either in their own or the campus computers and will need their own appropriate sized hard drive.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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