Ravensbourne University London

COURSE SPECIFICATION

Course Title	BA (Hons) Editing and Post Production
Final Award	BA (Hons) Editing and Post Production
Interim Awards	Certificate of Higher Education in Editing and Post Production Diploma of Higher Education in Editing and Post Production BA Editing and Post Production
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	PJ90
HECOS code (with Subject percentage Splits if applicable)	
QAA Subject Benchmark	Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	☐ Yes ☒ No
Level 6 Top Up Option (online only)	☐ Yes ☒ No
Study Load	☒ Full-time ☒ Part-time
Mode of study	☒ Face-to-face ☐ Blended ☐ Online
Delivery Location(s)	☒ Ravensbourne University campus ☐ Online
Length(s) of Course(s)	3 Years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	September 2022
Date produced/amended	July 2022
Course Leader	Greg Loftin
Course Development Team Members	Caroline Orme James Gregory Neil Drabble
Course Administrative Contact	Charles Mullany

Course Description

There are three key events in the life of a film: the script, the shoot, and the edit. Editing is where it all comes together, where meaning is created through cutting sound and picture. This is the moment when the story is finally told.

While editing is at the heart of this course, students will also have the opportunity to specialise in at least one other aligned skill set: visual effects, colour grading, or shoot-and-edit. Students will develop these skills through workshops, through practical application, and through giving and taking feedback. At the same time, students will acquire skills in post technology and media management which form the backbone of Editing & Post-Production.

Throughout their learning journey students will come to see their practice within the context of wider social, cultural and aesthetic contexts. Students will engage in debates around broader contemporary issues and develop a full range of core skills.

Current employment opportunities within the sector are excellent. Editing and post-production are practiced virtually everywhere across the commercial, public, and voluntary sectors. Telling stories in moving pictures and sounds has become our preferred way to talk to our audiences and customers.

Editing & Post-production job prospects and employability rates are very good, with around 90% of our students finding employment within three months of graduating. Initially, these will be junior roles in editing, colour grading, compositing, and sound design, as well as a range of assisting and technical roles such as runner, edit producer, data wrangler, post producer, and technician. Some graduates will blaze a trail in the rich and diverse worlds beyond the media sector, while others will make their mark in the postproduction heartlands: BBC, SKY, ITV, Disney, Vice, Envy, Halo, The Farm, Molinaire, Dneg, Framestore and The Mill. Our graduates have worked on many prestigious films including Amy, Star Wars, No Time to Die, and 14 Peaks.

The Editing & Post-production course was one of the very first dedicated editing courses in the UK, and the skills and knowledge of the team and industry links are central to the success of the course and the graduates. The creative, technical and professional skillsets acquired by the students ensure they graduate as work-ready practitioners.

The post-production facilities at Ravensbourne mirror industry resources including high end Quality Control operations (DPP). Throughout their learning journey students will have access to high quality, professionally shot rushes across all genres from factual to drama, and from promos to news packages. Students will take on live commissions and collaborate with students across other disciplines across the institution.

The course utilises a roster of professional industry guest speakers and visiting lecturers including: Mick Audsley (*Murder on the Orient Express*), Paul Machliss (*Baby Driver*), and Lisa Gunning (*7 Psychopaths*). Over the years, the course has built strong and lasting links with high profile post companies including Avid, Adobe, Apple, Black Magic, Jigsaw24, as well as numerous Post houses and Production companies.

The location of Ravensbourne on the Greenwich Peninsula is also an important geographical factor, as it sits very close to one of the biggest post-production hubs in the world. This proximity affords students great opportunities for jobs and work-placements.

Equality, Diversity and Inclusion

We take pride in a culture that anticipates, supports and celebrates equality of opportunity. Reflecting the diversity of our local community, we are proactive and holistic in our approach to promoting social mobility, internationalisation, and inclusion, enabling change beyond Ravensbourne, to the socio-economic and ethnic profile of practitioners in the creative industries.

Course Aims
• Develop a range of creative, technical, vocational, practical, and critical skills and competencies that will inform your knowledge of the principles, contexts, and creative practices of post-production sectors.
• Demonstrate a coherent and detailed knowledge and practical application of editorial storytelling, and the specificities of the related crafts of visual effects, grading, sound design, and shoot-and-edit.
• Demonstrate knowledge and operational expertise in post-production technology in a variety of technical environments.
• Encourage independent and critical thinking and develop transferable skills and competencies in preparation for work. Develops experience and knowledge of individual, collaborative, and multidisciplinary working. Be adaptive, inventive, and questing in a rapidly changing and connected world.
• Demonstrate professional skills, responsibility and disciplined decision-making abilities, communication, research and problem-solving skills, and other such transferable, life-long learning skills necessary for employment.

Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes. **The following Learning Outcomes align to QAA Subject Benchmark Statement : Communication, Media, Film and Cultural Studies 2019** On completion of the **BA (Hons) Editing and Post-Production** will be able to:	
Explore	Evidence and contextualise capacity for utilising and synthesising *Editing and Post-Production* specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	Critically engage with the iterative development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to *Editing and Post-Production.*
	Evidence ability to synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes with consideration of audience/user regarding communication and presentation for *Editing and Post-Production.* (CL02)
Influence	Evidence a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working

	practices in relation to *Editing and Post-Production.* (CL03)
Integrate	Evidence a critical ability to successfully synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to *Editing and Post-Production.* (CL04)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **BA Editing and Post-Production** students will be able to:	
Explore	Evidence and contextualise capacity for utilising and synthesising *Editing and Post-Production* specific knowledge, critical thinking and reflection, supporting problem solving and development. (CLO1)
Create	Evidence ability to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms aligned to *Editing and Post-Production.* Evidence ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for *Editing and Post-Production.* (CLO2*)*
Influence	Evidence a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to *Editing and Post-Production.* (CLO3*)*
Integrate	Evidence ability to effectively synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to *Editing and Post-Production.* (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **Diploma of Higher Education in Editing and Post-Production** students will be able to:	
Explore	Evidence evolving ability to utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to *Editing and Post-Production.* (CLO1)

Create	Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide iterative practical and theoretical development in physical, written and oral forms aligned to *Editing and Post-Production.* Exhibit developed technical competencies, supporting ideation, communication and presentation with consideration of audience/user for *Editing and Post-Production.* (CLO2)
Influence	Evidence developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to *Editing and Post-Production.* (CLO3)
Integrate	Evidence evolving ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to *Editing and Post-Production.* (CLO4)

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **Certificate of Higher Education in Editing and Post-Production** will be able to:	
Explore	Demonstrate capacity for engaging and critical thinking, developing *Editing and Post-Production* specific knowledge and emerging ability to problem solve. (CLO1)
Create	Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms in relation to *Editing and Post-Production.* Exhibit emerging technical competencies, supporting ideation, communication and presentation with consideration of audience/user for *Editing and Post-Production.* (CLO2)
Influence	Demonstrate emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to *Editing and Post-Production.* (CLO3)
Integrate	Demonstrate emerging capacity to engage with collaboration, teamwork, interactions, and professional working practices to support self-efficacy and professional development in relation to *Editing and Post-Production.* (CLO4)

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving

Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies
Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognise a problem and devise and implement a plan of action	**Explore, Create, Integrate, Influence**
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience	**Explore, Influence, Integrate**

	• Motivation • Ethical decision- making	
	Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include: • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring	
	Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	**Create, Influence, Integrate**

Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	**Explore, Create, Influence, Integrate,**

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
All levels will adopt a hybrid strategy in terms of teaching. Modules will blend face to face delivery with sessions taught using online digital platforms alongside the institutional virtual learning environment (VLE). The blended model will support learners to engage facilitating enhanced approaches to engagement and expanding the parameters of the learning environment. The course curriculum and delivery model will be able to adapt quickly and seamlessly to changes in accessibility and social proximity. Level 4: At Level 4 skills will be developed through a combination of workshops, lectures, seminars and group exercises, self-directed study, as well as individual or group tutorials. This will include blended modules where students will engage with institutional/external online resources/platforms. Students will engage with and be trained in the use of digital interfaces/platforms for	Level 4: At level 4 students will be introduced to the types of assessment that will be used across the entire course. They will be introduced to working from a brief. Students will have an opportunity to develop different ways of presenting work to tutors and peers.

effective delivery of outcomes aligned to editing & post-production processes. All module briefs will be created with blended learning in mind but leverage appropriate face to face teaching. Some modules will feature online delivery as part of the normal delivery schedule. In addition, students may also test their developing disciplinary knowledge with collaborative learning exercises and challenges as directed by module briefs using both digital and physical spaces to achieve goals. Level 4 will provide a set of technical and theoretical competencies that enable students to engage with the practice of Editing & Post-Production and how to manage learning in a creative HE environment. Students will also be introduced to what it means to be creative and how creative people initiate, plan and execute projects alongside rigorous technical due diligence. Learning is facilitated by permanent and sessional teaching staff, who are practising professionals themselves and bring an important industry-informed perspective to the course. Students will be introduced to industry through skills, discussion of key topics and direct interaction with industry. Level 4 will also introduce the students to the *Professional Life Practice* modules that are embedded in each undergraduate learning level. These modules specifically support collaborative experimental practice, entrepreneurship, and enterprise, helping to catalyse, develop and showcase interdisciplinary working methods interaction and innovation.	Each module has a Formative assessment point where students are given feedforward/feedback on work so far and advice and guidance on how to develop and complete projects. This can take the form of a group code review, one on one with a tutor or small group as per the project brief for the unit. Each module has a Summative assessment point where a final grade is awarded and feed forward if given to the student.

The Modules will also and facilitate opportunities to integrate with industry partners in order to establish professional currency at the start of the undergraduate journey, and to drive enterprise and employability through the degree experience. The Professional Life Practice Module integrates the emerging subject knowledge of each student with working methods from a range of disciplines to create a multidisciplinary synthesis of practice, skills and learning. Students will develop social, cultural, emotional, and cognitive intelligence through projects that facilitate community and industry connections aligned to the Ravensbourne core competencies.	
Level 5: Skills acquired at Level 5 are developed further through a combination of workshops, lectures, seminars, group exercises, self-directed study, as well as individual or group tutorials. Students will engage with collaborative sessions enabling students to develop team working and co-production skills. These Modules will inform Level 6 Modules around portfolio creation and Final Major Project and enable students to make career choices around their industry discipline. In addition, students will test their developing disciplinary knowledge in collaborative scenarios with the opportunity to take part in the Professional Life Practice Modules, and Work Based Learning Modules, offering collaborative and industry aligned opportunities both within Ravensbourne and in external contexts. Visiting speakers and specialists will be invited to deliver lectures or practical workshops, bringing their own specialism and examples of industry work into the sessions.	Level 5: At level 5 the types of assessment evidence required across the Modules are similar to level 4 in scope and breadth. However, students will be encouraged to self-direct their study within particular skill sets. Formative Assessment In Level 5 students will be provided with Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations. In addition, in Level 5 there is opportunity for collaborative work with peer and industry feedback, and work-based learning opportunities. The Professional Life Practice modules and the Work Based Learning Modules support students to engage with external industry professionals and gain knowledge and insight regarding entrepreneurship, enterprise and agency. Summative Assessment This will happen at the end of each module and involve the submission for formal

The Professional Life Practice Modules at Level 5 supports practical, theoretical and industry focused engagement facilitating expertise, experience and interactions with professional aspects of the Editing & Post-Production discipline. Level 6: Skills acquired at Level 4 and 5 will be developed and perfected at Level 6 through lectures, seminars, workshops, self-directed study and individual tutorials. A large proportion of project-based work will be initiated and developed by students themselves, with a view to mastering skills particular to their interests within the discipline. Students will be encouraged to delve deeper into their particular interests through individual tutorials and programmes of study initiated by the students themselves using online and physical resources. Students will be offered increased responsibility for their own learning specifically regarding their Level 6 major projects. Students are expected to take on professional attitudes to time and project management. Visiting lecturers will be invited to deliver lectures and/or practical sessions related to their area of work and students will develop an outward facing portfolio to aid graduate progression. Written work will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development. Within the sphere of theoretical study, students will expand their ability to write reflexively and critically about their discipline and competently be able to contextualise their personal practice.	assessment of the types of evidence required by each. Again, outcomes for each module will be as flexible as possible, focusing on engagement with the outcomes the brief requires. Level 6: In level 6 the types of assessment evidence required across the Modules are similar to level 5 but are more individually focused. Formative Assessment In Level 6 students will be provided with Formative assessment feedforward/feedback via individual tutorials, group presentations and individual presentations. In addition, in Level 6 there is opportunity and encouragement for students to engage with peer and industry feedback. Summative Assessment This will happen at the end of each module and involve the submission for formal assessment of the types of evidence required by each.

Students will be expected to interface directly with industry through mentoring, competition, and research.	

Work-Based Learning
The Post House sector has for many years been a rich source of work-based opportunities for EPP students. This is a large industry, mostly based in London, and offers a full range of postproduction services to TV, Film and streaming businesses: offline/online editing, colour grading, motion graphics, vfx, sound design, as well as technical services. Typically, roles include hospitality/technical runner, and a variety of assisting roles. Students may also find work placements at production companies, and some will pursue freelance opportunities. Both the 'Moving Images Industries' and the 'Industry Practice and Futures' modules will serve to equip and prepare students for WP. They will also be encouraged to seek further help and support from the Careers team, and will find a variety of work placement openings on Ravensbourne's job board.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
EPP22101	Storytelling Crafts		Mandatory	20
EPP22102	Motion and Effects		Mandatory	20
EPP22104	Craft Editing		Mandatory	20
EPP22105	Post Technology		Mandatory	20
EPP22XXX	PLP Moving Images Industries	x	Mandatory	20
EPP22 XXX	PLP Storytelling on Screen	x	Mandatory	20
			Total	**120**
Level 5				
EPP22 XXX	Cut Drama		Mandatory	20
EPP22 XXX	Cut Documentary		Mandatory	20
EPP22 XXX	Options		Mandatory	40
FIL222 XXX	PLP Applying Your Practice	x	Mandatory	20
EPP22 XXX	Work-Based Learning		Mandatory	20
				120
			Total	**240**
Level 6				
EPP22 XXX	Online		Mandatory	40
EPP22 XXX	PLP Passion Project		Mandatory	20
EPP22 XXX	Portfolio		Mandatory	40
EPP22 XXX	Showtime		Mandatory	20
				120
			Total	**360**

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		**Independent Study Hours**	
Taught hours	48	Independent Study, Self-Directed Study and Assessment	152
Total			200

Course Regulations

Entry Requirements
Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website here), and the course page on the Ravensbourne University website for course specific entry requirements. Applicants will be assessed on an individual basis, are required to submit a portfolio/showreel and may have to attend an academic interview.
Accreditation of Prior Learning (if applicable)
Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such

applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Editing and Post Production.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Editing and Post Production, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Editing and Post Production, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Editing and Post Production (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?

N/A

If yes, please state which regulation requires a derogation for approval by the Academic Board.

Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
EPP22101 Storytelling Crafts	X	X		X
EPP22102 Motion and Effects	X	X		X
EPP22104 Craft Editing	X	X	X	X
EPP22105 Post Technology	X	X		X
PLP22103 Moving Image Industries	X	X	X	X
PLP22106 Professional Life Practice: Storytelling on Screen	X	X	X	X
Level 5 Modules				
EPP22201 Cut Drama	X	X		X
EPP22202 Cut Documentary	X	X	X	x
EPP22203 Options	X	X		X
PLP22XXX PLP Applying Your Practice	X	X	X	X
EPP22205 Work Based Learning	X		X	X
Level 6 Modules				
EPP22301 Online	X	X		X
EPP22302 Portfolio	X	X		X
PLP22XXX Professional Life Practice Passion Project	X	X	X	X
EPP22304 Showtime	X	X	X	X

Course Diagram

	Semester 1	Semester 2	
Level 4	EPP22101 Storytelling crafts 20 credits	EPP22104 Craft Editing 20 credits	
120 credits	EPP22202 Motion and Effects 20 credits	EPP22105 Post Technology 20 credits	
	PLP22103 Professional Life Practice Moving Image Industries 20 credits	PLP22106 Professional Life Practice: Storytelling on Screen 20 credits	
	Semester 1	Semester 2	
Level 5	EPP22201 Cut Drama 20 credits	EPP22203 Options 40 credits	EPP22205 Work Based Learning 20 credits

120 credits	EPP22202 Cut Documentary 20 credits		
	PLP22XXX PLP Applying Your Practice 20 credits		
	Semester 1	Semester 2	
Level 6 120 credits	EPP22301 Online 40 credits	EPP22302 Portfolio 40 credits	EPP22303 Showtime 20 credits
	EPP22304 Professional Life Practice Passion Project 20 credits		