Course Specification

(Form CA3 AY22-23)

PART A: About the Course

1. Course details

Qualifications	BA (Hons) Acting for Screen
Document version, approval process, and date document completed	14th April 2022
Awarding Institution	University of West London
UWL School/College	LCM
Subject Area within UWL School/College	Performing Arts
Course Leader	Dr Paul Gormley
Academic Partner(s) and type of arrangement	ScreenSpace (MetFilm School) Subcontracted provision
Course recognised by	None
External Examiner	TBC
Sites of delivery	MetFilm School Prime Studios, 94-96 Kirkstall Rd, Leeds LS3 1HD, Leeds
Modes and duration of delivery	Full Time, 3 Years
Delivery date(s)	September only start
Final enrollable award(s)	BA (Hons) Acting for Screen
Level of final award	6
Credit for final award (CATS and ECTS)	**Award** / **Level** / **CATS** / **ECTS** BA (Hons) Acting for Screen / 4,5,6 / 360 / 180

<table>
<tr><td>Exit awards including titles and credits</td><td>
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<tr><th>Award</th><th>Level</th><th>CATS</th><th>ECTS</th></tr>
<tr><td>Cert HE Acting for Screen</td><td>4</td><td>120</td><td>60</td></tr>
<tr><td>Dip HE Acting for Screen</td><td>5</td><td>240</td><td>120</td></tr>
<tr><td>BA Acting for Screen</td><td>6</td><td>300</td><td>150</td></tr>
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<tr><td>UCAS code(s) (UG programmes)</td><td>
<table>
<tr><td>UCAS Code A</td><td>TBC</td></tr>
<tr><td>HECoS Code</td><td>TBC</td></tr>
<tr><td>Institution Code</td><td>W05</td></tr>
<tr><td>Campus Name</td><td>ScreenSpace</td></tr>
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<tr><td>QAA Subject Benchmarking Statement</td><td>The course has been mapped against the following QAA Subject Benchmark Statements:
○ Communication, Media, Film and Cultural Studies (2019) - click here
○ Dance, Drama and Performance click here

As with all UWL and MFS courses, has been developed in accordance with the FHEQ (2014) – click here. It has specifically been mapped against the Level Descriptors as articulated in the University of West London Qualifications and Curriculum Framework (see here).</td></tr>
<tr><td>Course-specific Regulations</td><td>Standard UWL regulations apply</td></tr>
<tr><td>Language of study</td><td>English</td></tr>
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2. Course Description

The BA (Hons) Acting for Screen programme at MetFilm School's ScreenSpace provides an education in the skills you need to become a successful screen performer and personality in the creative industries. It is a practical, industry-focused degree course, situated in a thriving studio environment, where you will learn core acting skills and screen acting techniques. This course will go beyond traditional definitions of screen acting, enabling you to work across a range of media platforms, be it as an actor or presenter, as a performer or a personality, on social media and the internet, in addition to traditional media like film and television.

This programme is founded on the premise that to succeed as an actor, performer, or presenter, you need to understand the basics of film and content production. Students learn and practice aspects of production such as story, directing actors, shooting a scene, and editing in parallel with their screen acting.

BA Acting for Screen has been designed with industry professionals to reflect the real business of acting for screen in its many traditional and emerging forms and is practical and industry-focused.

In each semester, there is an Acting Skills and a Screen Skills module taught in parallel. You will assimilate your acting and screen learning in a Portfolio module which might include showreel scenes, productions, and castings and you will be encouraged to work in collaboration with students on screen production courses. Assessment is 100% coursework. You will graduate with a showreel and CV.

3. Admissions Criteria

Higher Education Course: ○ **UCAS Tariff (UG only)** ○ **Subject-specific requirements** ○ **Additional information**	Students will need the following academic qualifications: **BA (Hons) Acting for Screen** For admission to the BA (Hons) Acting for Screen course, applicants normally need a combination of any of the following: ○ 96 UCAS tariff points or above which equals 3 (or more) A-Level/AVCE passes at grade C or above, with at least two GCSE passes (4-9) in English and Maths. ○ An Edexcel GNVQ at advanced level (or equivalent) at merit level. Alternatively, you will be considered if you have achieved 1 subject at GCE Advanced level and Foundation Diploma in Performing Arts, supported by at least two GCSE passes (A-C) in English and Maths. ○ Equivalent qualifications obtained through a National Diploma (3 Merits), Access, NVQ and a variety of other pre-University level qualifications including International and European Baccalaureate. ○ Other qualifications, including overseas, may be considered. ○ We also accept those with relevant professional and vocational qualifications Exceptionally, applicants who do not meet these course entry requirements may still be considered if the course team judges the application demonstrates additional strengths and alternative evidence. This might be demonstrated for example by related academic or work experience, the quality of the personal statement, a strong academic or other professional reference or a combination of these factors. The subjects the Course Team will be looking for in your application are wide ranging: your A levels (or equivalents) may include English, History, Media, Art and Design or other Social Science/Art related subjects. **Interview** Successful applicants will be invited to interview to explore your acting and other appropriate experience. MetFilm School has a dedicated admissions team to support students through the application process, and ensure that the process itself is clear, focused, and supportive throughout, whilst also ensuring its integrity.
Arrangements for Recognition of Prior Learning (RPL)	○ Students who have studied before or hold a professional qualification may be able to start at a stage of the course later than the normal entry point or get exemption from certain modules, so reducing the duration of the course. This is also known as Advanced Standing. ○ Students returning to complete the BA (Hons) course after exiting ScreenSpace with a Cert HE or Dip HE must also apply through the RPL process. ○ ScreenSpace RPL applications are handled in line with University of West London regulations.
IELTS Score for International Students	**BA (Hons) Acting for Screen** ○ 6.0 overall, and a minimum of 5.5 in each of the four individual elements of reading, writing, speaking and listening

4. Course Structure

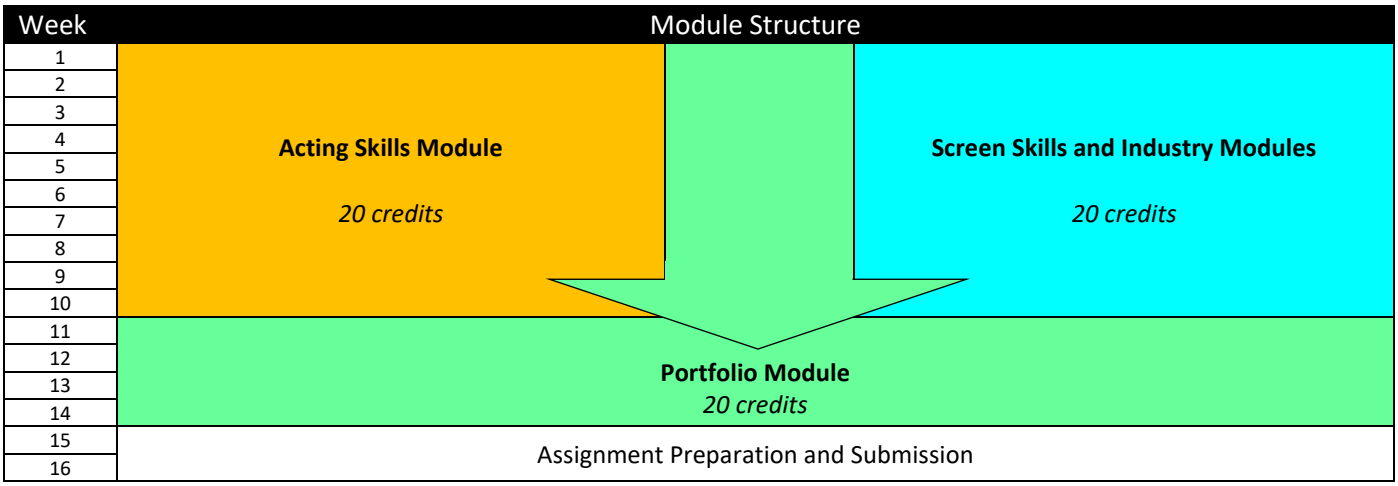
All modules are listed below in level order. Those listed with an asterisk are shared with other courses. Following this table, the modules are listed in a more detailed structure diagram.

Module Title	Code	Level	Credits	Pre-requisites	Core
Level 4					
Introduction to Acting Skills	tbc	4	20	N/A	Core
Introduction to Screen Skills	tbc	4	20	N/A	Core
Portfolio Module: Scene	tbc	*4*	*20*	*N/A*	*Core*
Acting on Camera	tbc	4	20	N/A	Core
Dramatic Storytelling on Screen	tbc	4	20	N/A	Core
Portfolio Module: Story	tbc	*4*	*20*	*N/A*	*Core*
Level 5					
Performance	tbc	5	20	N/A	Core
Self-Shooting	tbc	5	20	N/A	Core
Portfolio Module: Performance and Personality	tbc	*5*	*20*	*N/A*	*Core*
Creating Character for Drama	tbc	5	20	N/A	Core
Working on a Drama Production	tbc	5	20	N/A	Core
Portfolio Module: Drama	tbc	*5*	*20*	*N/A*	*Core*
Level 6					
Advanced Acting Techniques	tbc	6	20	N/A	Core
Creative Entrepreneurship	tbc	6	20	N/A	Core
Portfolio Module: Advanced Performance	tbc	*6*	*20*	*N/A*	*Core*
Preparing for Industry	tbc	6	20	N/A	Core
Graduation Portfolio	tbc	*6*	*40*	*N/A*	*Core*

BA (Hons) Programme

Term Structure

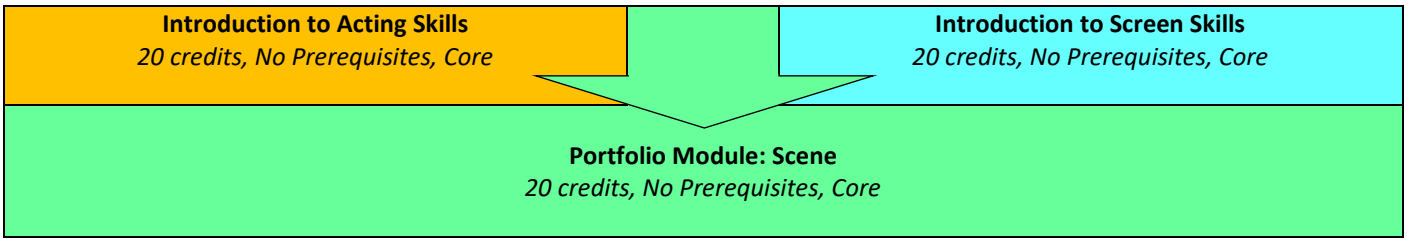
This chart shows the structure of teaching in each semester at Level 4, Level 5 and Level 6 (semester 1 only). It does not apply to the Graduation Project final semester in Level 6.



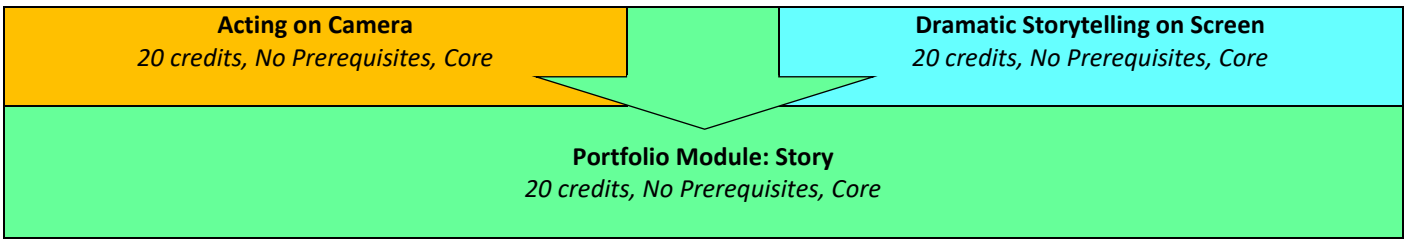
Course Structure Diagram

Year 1 (Level 4)

Semester 1

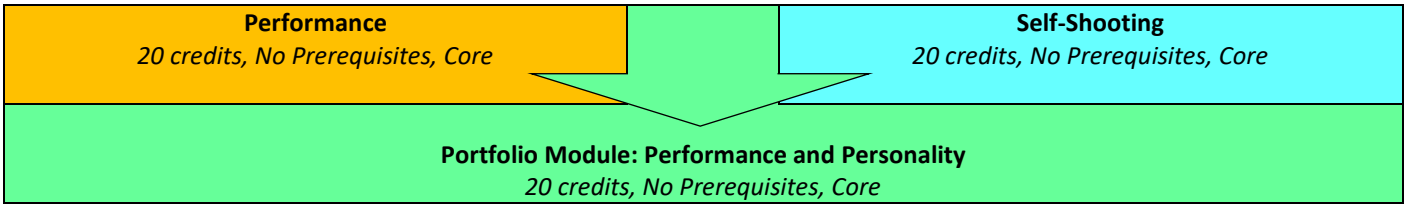


Semester 2

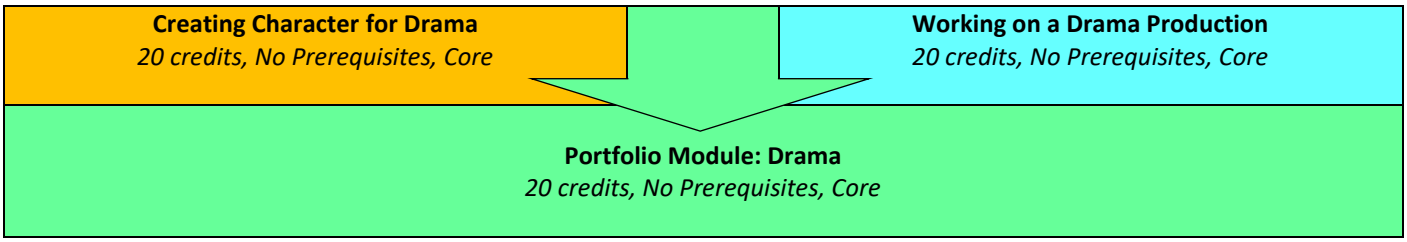


Year 2 (Level 5)

Semester 1

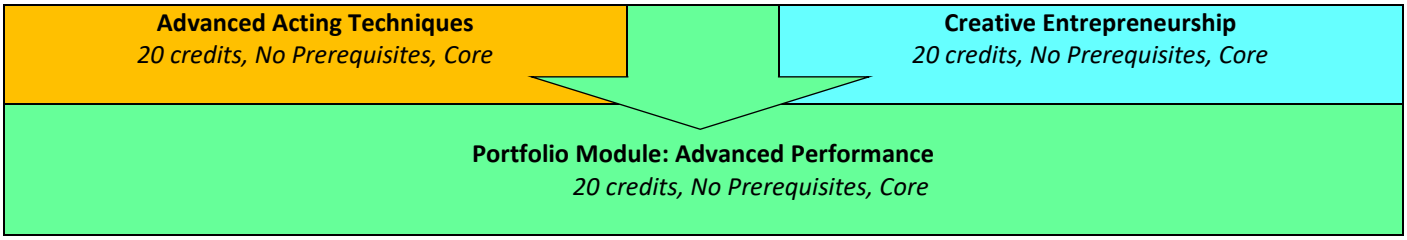


Semester 2

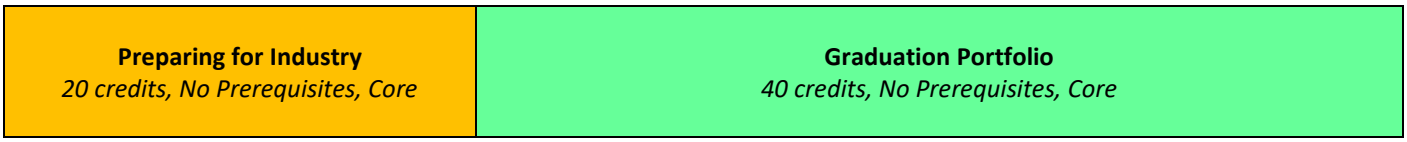

Creating Character for Drama
20 credits, No Prerequisites, Core
Working on a Drama Production
20 credits, No Prerequisites, Core
Portfolio Module: Drama
20 credits, No Prerequisites, Core

Year 3 (Level 6)

Semester 1



Semester 2



5. Course Aims

Aims

BA (Hons) Acting for Screen aims to enable you to:

- develop the techniques and approaches to become a screen actor and performer for the 21st century, understanding how to be entrepreneurial, employable and proactive.
- understand the diverse opportunities for screen performance in contemporary media and creative industries, from acting in drama on film and television on the one hand, to performing and presenting on social media and the internet on the other.
- produce your own complex productions from short scenes to longer narrative productions
- communicate and deliver creative ideas, both working alone and collaboratively as part of a team
- engage in critical thinking and research in relation to the rapidly evolving 21st century environment of screen acting and the media industries

The course curriculum promotes sustainability and graduate attributes in accordance with HE benchmarks and level descriptors and has been designed and mapped against the relevant Subject Benchmark Statement, the UK Quality Code and the Framework of Higher Education Qualifications. The School is committed to diversity, equality and inclusivity as demonstrated by its Equality Policy. The School has a Green Policy committed to operating its' practice in the most sustainable way possible.

6. Content by Level

Overview

The famous American actor and teacher, Sanford Meisner defined acting as "living truthfully under imaginary circumstances." This course will prepare you to apply this philosophy appropriately in a variety of different media environments, exploring the commonalities and differences in - for example - acting for drama on screen, presenting to camera, and performing in other settings.

The programme has a modular structure, and those modules are divided into three different but interrelated types:

1. ***Acting Skills Modules***
   Acting Skills modules encourage learners to engage in acting theory and practice technique across a range of screen productions, and platforms. Modules focus on developing knowledge and understanding of current industry practices and will prepare you to be an actor and performer with the versatility required to work in traditional platforms such as film and television and contemporary media forms such as social media. You will analyse different types of image-making from a performer's perspective and examine multiple ways that actors and other kinds of performers can connect with their audiences. You will focus on the authenticity of performance through attention to text, voice, and physicality through intense application. This will be accomplished through practical acting training and reviewing creative work - identifying and refining the core skills required to bring a character to life. You will also study key aspects of understanding the practical performance and other, transferable skills the modern actor needs, such as how to maintain and develop your skillset and 'form', prepare for castings, work with agents, and manage yourself as a freelance creative in a competitive industry. The modules will help you navigate the contemporary media landscape and understand the full range of opportunities for a 21st century actor and screen personality.

2. ***Screen and Industry Skills Modules***
   Students learn to operate production equipment competently, from smartphones to high-end cameras and edit equipment. You will develop an awareness of a variety of screen-specific elements that impact on performance choices and other creative aspects of their work, including framing, hitting marks, taking direction, presenting on camera, and how lighting and editing help to convey a story and character to an audience. You will also learn how different contemporary production techniques enhance the influence and power of a performance whether acting in a drama, presenting to camera, or self-shooting. You will be offered the opportunity to expand your understanding of other production departments and will develop supplementary production craft skills alongside your core acting training.

3. ***Portfolio Modules (Key Project)***
   Portfolio modules are the focal point where your understanding of contemporary media performance and production techniques will culminate in the production of a piece of creative work. This may take the form of traditional filmed scene, a video blog or essay, or a performance on social media. The creative piece will be accompanied by a reflective piece of assessment which may be a written or video essay. The portfolio modules will help you understand the multitude of choices and opportunities that the contemporary screen actor and performer face in the 21st century, and give you the chance to experiment with innovative forms of performance and production. Teaching formats may include small group work, specified coaching sessions including voice and movement, scene work, masterclasses, and rehearsals.

The *BA (Hons) Acting for Screen* programme has industry integrated across the curriculum in the form of content and the tutors we recruit and train who are all industry practitioners enabling them to bring their knowledge into the teaching space. The course aims to support the development of your career ambitions while learning both 'hard' and 'soft' skills.

Progression of Learning

Level 4

In your first year, you will be introduced to techniques of performance and screen craft. You will focus on the basics of storytelling, how to create a script, engage with an audience and develop an understanding of different production processes. You will work with smartphones and edit equipment to develop an understanding of the versatility and opportunities afforded within contemporary media for acting and performance, beyond traditional studio-based craft. In parallel, you will focus on honing your acting, presenting and performance skills so that you

can actively participate in productions on camera, or create your own pieces of work which demonstrate your performance skills. This work will feed into and culminate in the work you undertake in the Portfolio modules where you will be asked to create a collaborative production, which draws on both acting and screen production skills learnt in each semester.

Level 5

In your second year you will develop your screen-acting and production skills to a more advanced level and gain a deeper understanding of the contemporary media landscape. You will learn how to enhance and manage your screen personality and presence, while experimenting with a diverse selection of media platforms and screen production skills. The first half of the year will focus on non-traditional forms of screen-acting such as self-shooting, where you will be given the chance to experiment and innovate with your screen persona. You will be encouraged to work collaboratively with other students, along with developing your own brand of screen personality. In the second half of the year you will develop your skills and understanding with drama production, enhancing your understanding of storytelling and dramatic performance within traditional media forms such as film and television, as well as experiment with social media and the internet. You will also be able to connect productively with cultural industries outside of the canvas and network with industry professionals and organisations. You will also gain a deeper understanding of dramatic productions and performances, culminating in a drama-based artefact in your Portfolio module. Research methods and skills are embedded across modules at Level 5. Students are encouraged to engage in and reflect upon their practice as research, and so develop your research skills in preparation for you to work at industry-level standard in your final year and in preparation for your Graduation Portfolio.

Level 6

Your final year will see you build on your performance and production skills to an advanced level and prepare you for the exciting and competitive world of the creative industries. Your acting modules will build on your previous experiences and equip you with advanced acting techniques as well as a sophisticated understanding of your screen personality and performances. Your screen skills modules will focus on preparing you for the world of work, developing your entrepreneurial and business skills, as well as developing your knowledge of industry practices to an advanced level. You will learn how to feel 'at home' with the flexible and dynamic world of the creative industries, as well as further develop your networks. The year will culminate in the production of a graduation portfolio which will enable you to showcase your skills to employers, both as a traditional screen actor and as a performer and personality, with the versatility to work within a variety of contemporary media formats.

Optionality

- While you will take the same modules as all other students on the course, there is optionality within these modules. This has been designed to encourage equality, diversity and inclusion and has been included in the curriculum design in a number of ways:
  - in the way you approach tasks or assessment options, selecting what portfolio work you submit for your portfolio modules.
  - To widen participation and support for those with learning differences / disabilities there is also optionality in terms of the format of the *Portfolio* reflection assessment which can be written or a filmed vlog or audio.
  - You can choose to include your presentation pitch with your reflection
  - You will have options in terms of the variety of roles you undertake in the portfolio modules, and the theme or genre you select for certain modules, particularly at Level 6.

7. Course Learning Outcomes

Knowledge and Understanding (A)

Level 4	Level 5	Level 6
1. Demonstrate knowledge of the craft of screen performance and contemporary media practices and their cultural context. 2. Show knowledge of historical, cultural, and technological ideas relevant to producing screen performances and content, across diverse media platforms. 3. Demonstrate knowledge of the ways in which narrative, genre and questions of representation underpin screen performance and content. 4. Display an understanding of collaborative process in performance and screen production.	1. Show understanding of the contemporary media landscape and the ways in which diverse meanings and affects are produced in relation to audiences. 2. Demonstrate and apply a critical sensibility in the interpretation and analysis of dramatic screen performance and productions. 3. Demonstrate a practical understanding of the different production and distribution processes of diverse forms of media and performance. 4. Display a practical understanding of branding in the construction of a screen personality.	1. Demonstrate a critical engagement with contemporary media platforms and screen performances, in the context of representation and global cultures. 2. Display knowledge of media industries, and critical awareness of your own employability. 3. Critically engage with advanced theories of screen performance craft and media production. 4. Demonstrate advanced independent thinking within different modes of contemporary media production and performance.
Relevant Modules ○ Introduction to Acting Skills ○ Introduction to Screen Skills ○ Portfolio Module: Scene ○ Acting on Camera ○ Dramatic Storytelling on Screen ○ Portfolio Module: Story	**Relevant Modules** ○ Performance ○ Self-shooting ○ Portfolio Module: Performance and Personality ○ Creating Character for Drama ○ Working on a Drama Production ○ Portfolio Module: Drama	**Relevant Modules** ○ Advanced Acting Techniques ○ Creative Entrepreneurship ○ Portfolio Module: Advanced Performance ○ Preparing for Industry ○ Graduation Portfolio

Intellectual Skills (B)

Level 4	Level 5	Level 6
1. Demonstrate a knowledge of key theories of media performance and production. 2. Apply research skills in interpreting and analysing the relationship between performance and screen production. 3. Interpret and analyse your own performances in relation to potential audiences.	1. Understand and apply theories of screen media and performance in relation to media production. 2. Demonstrate a critically informed knowledge and understanding of screen performance within drama productions. 3. Demonstrate appropriate research skills in relation to the construction and delivery of your own performances and productions. 4. Display reflexive creativity in producing output for a variety of audiences and within a variety of multi-platform media.	1. Utilise advanced theoretical knowledge of screen acting and media production in the analysis of your own performances and media productions. 2. Demonstrate the ability to communicate, and deliver complex and innovative ideas, both working alone and collaboratively as part of a team. 3. Display advanced research skills, using a variety of sources, in your performances and productions.
Relevant Modules ○ Introduction to Acting Skills ○ Introduction to Screen Skills ○ Portfolio Module: Scene ○ Acting on Camera ○ Dramatic Storytelling on Screen ○ Portfolio Module: Story	**Relevant Modules** ○ Performance ○ Self-shooting ○ Portfolio Module: Performance and Personality ○ Creating Character for Drama ○ Working on a Drama Production ○ Portfolio Module: Drama	**Relevant Modules** ○ Advanced Acting Techniques ○ Creative Entrepreneurship ○ Portfolio Module: Advanced Performance ○ Preparing for Industry ○ Graduation Portfolio

Subject Practical Skills (C)

Level 4	Level 5	Level 6
1. Demonstrate the ability to use appropriate performance techniques in one or more forms of production. 2. Understand the ways different audiences may respond to different forms of media production and apply to your performances appropriately. 3. Show practical knowledge of how to produce media content across a range of platforms. 4. Understand the importance of deadlines within the flexible working practices of contemporary media production.	1. Interpret and analyse your own performances and screen personality in the context of the contemporary media landscape. 2. Demonstrate advanced screen acting and presenting techniques across a variety of platforms and genres. 3. Display a practical awareness of working as part of a collaborative production team and identifying your own roles within the production process. 4. Apply an enhanced practical understanding of diverse forms of media production and its relationship with screen performance.	1. Demonstrate an advanced level of creative entrepreneurial skill within the creative process of your productions and the ability to work professionally and collaboratively. 2. Show the practical application of your advanced screen acting techniques for a diversity of screen-based platforms and potential audiences. 3. Demonstrate your employability through advanced levels of performance, production and industry skills and knowledge.
Relevant Modules ○ Introduction to Acting Skills ○ Introduction to Screen Skills ○ Portfolio Module: Scene ○ Acting on Camera ○ Dramatic Storytelling on Screen ○ Portfolio Module: Story	**Relevant Modules** ○ Performance ○ Self-shooting ○ Portfolio Module: Performance and Personality ○ Creating Character for Drama ○ Working on a Drama Production ○ Portfolio Module: Drama	**Relevant Modules** ○ Advanced Acting Techniques ○ Creative Entrepreneurship ○ Portfolio Module: Advanced Performance ○ Preparing for Industry ○ Graduation Portfolio

Key / Transferable Skills (D)

Level 4	Level 5	Level 6
1. Evidence independent and critical thinking through research and practical application. 2. Demonstrate an ability to problem solve, as an individual and as part of a collaborative group. 3. Articulate ideas and communicate them through written and other media.	1. Use your enhanced knowledge of craft and conceptual techniques in a variety of working environments. 2. Communicate effectively in written and verbal form, think critically, and give and receive constructive feedback. 3. Demonstrate an enhanced practical application of research and critical thinking skills in problem solving.	1. Demonstrate an advanced level of entrepreneurial independence and knowledge of contemporary industry practices, to work effectively within a collaborative workspace. 2. Display an advanced level of critical and independent thinking within creative and collaborative environments. 3. Demonstrate an advanced ability to resolve complex issues, utilising your research skills and knowledge of external resources.
Relevant Modules ○ Introduction to Acting Skills ○ Introduction to Screen Skills ○ Portfolio Module: Scene ○ Acting on Camera ○ Dramatic Storytelling on Screen ○ Portfolio Module: Story	**Relevant Modules** ○ Performance ○ Self-shooting ○ Portfolio Module: Performance and Personality ○ Creating Character for Drama ○ Working on a Drama Production ○ Portfolio Module: Drama	**Relevant Modules** ○ Advanced Acting Techniques ○ Creative Entrepreneurship ○ Portfolio Module: Advanced Performance ○ Preparing for Industry ○ Graduation Portfolio

8. Learning, Teaching and Assessment Strategies

Principles

ScreenSpace is committed to providing quality education and practical training across the film, television and related creative industries. We embrace a diverse student population with an emphasis on practical learning, industry-relevant professionalism, ethical, inclusive, and broad-ranging practices and collaboration. The core values of our approach to Learning, Teaching and Assessment Policy are:

- increase student engagement and learning opportunities
- promote a variety of learning and teaching methods to reflect all types of student learners including active teaching
- raise the level and standard of student progression and achievement
- maintain high quality practice in learning and teaching
- enable good teaching and assessment practice to be shared across the School
- ensure diversity and equality are present in all aspects of learning and teaching
- professional development of staff

Three Complementary Modules in Each Semester

We believe that in order to succeed as an actor, performer or presenter in the screen industries, you need to develop your acting skills progressively (which you do in your Acting Skills modules) and you need to understand the basics of film and content production, so students learn and practice aspects of production such as story, directing actors, shooting a scene, and editing in parallel with their screen acting (Screen modules). The Portfolio modules assimilate all the learning that happens in Acting Skills and in Screen modules by putting the knowledge, skills and attitudes into practice and building your experience and portfolio.

Being a Reflective Learner

We will support you to develop and practice as a reflective learner. A comprehensive range of teaching and delivery patterns are used, designed to build knowledge and practical skills as well as enthusiasm for the subject area.

You are encouraged to document your learning journey and processes, adopting a reflective approach in a number of your assessments – such as in reflecting on the *Portfolio* module using audio, visual or written work. Critical analysis is developed through self-evaluation both in the form of critical commentaries and personal reflection, in addition to constructive criticism of peer work.

In so becoming a reflective learner, you are able to appreciate and demonstrate the skills and knowledge you have gained throughout the course and are helped to generate a portfolio of professional content. It also helps you to develop a mature understanding of the pragmatic relationship between creativity, current industry best practices and the role of the audience.

Equality, Diversity and Inclusion (EDI)

MetFilm School's Diversity, Equality and Inclusion policy ensures the school's commitment to develop an inclusive and supportive environment for students and staff, allowing all to participate and have the opportunity to fulfil their potential. These principles have been at the heart of the design of this course, in a number of ways, including: optionality in assessment to play to the diverse needs of different learners; clear and transparent assessment criteria and marking; careful design of assessment communication using inclusive design approaches; diverse tutor recruitment; relevant and diverse references, resources and reading materials; and other school-wide approaches to equality, diversity and inclusion.

Teaching Methodologies

A broad range of Teaching and Learning approaches are used throughout the course, including:

- *Lectures:* whole-cohort lectures are an expedient approach to communicate predominantly information to the whole year at a time. They are also an efficient way for industry partners to present to the whole cohort at the same time.
- *Learning Groups:* working in smaller groups is important to promote greater participation, both in seminar form and in workshop form, and can best facilitate the different forms of learning required on a film course.

- *Acting workshops:* these will focus on craft techniques and enhancement of industry knowledge
- *Learning Teams:* students are expected to attend regular learning team meetings, which form the basis of the learning / pastoral / production relationship between students and course tutors. They also provide an opportunity to check on progress and discuss any wellbeing areas for concern.
- *Presentations:* preparing you to be able to present your ideas and pitches coherently and compellingly to industry professionals, your peers and tutors is a key objective of the course.
- *Guest Speakers:* industry involvement in the course pervades many aspects of delivery and is also visible through the many visiting speaker presentations, masterclasses and discussions which the ScreenSpace team and MetFilm School host each year both online and in person.

Assessment

ScreenSpace has adopted a synoptic assessment approach, which allows you to build upon your work and get regular feedback throughout the semester. This helps you develop your analytical, critical thinking and creative skills. Your formative work can then be built upon throughout the teaching period.

The *Acting Skills* modules run in tandem with the *Screen Skills and Industry* modules, and key learning then feeds into the Portfolio modules. In Acting Skills and Screen modules you submit at least two elements in both modules for assessment.

In *Acting Skills* modules your assessment may include a combination:
- Recorded scenes and performances
- Written or video essay with critical and reflective analysis
- Written or Videoblogs
- Presentations

In *Screen Skills and Industry* modules your assessment may include a combination of:
- A filmed and edited scene or production
- Videoblogs and social media productions
- Written or video essay with critical and reflective analysis
- Presentations

You then draw on your learning from both modules to complete the Portfolio Module in each Semester. The assessments for this module are:
- artefact or written assignment (60%)
- reflection (40%), which allows you to reflect on the overall experience, measure your personal progress, identify obstacles and constraints, and evaluate strengths and weaknesses. You also set key objectives looking forward to the following semester. This approach is key in enabling you to improve or extend your profile with the support and guidance of their tutors. The blog can take many forms – visual, moving image and written.

Both formative and summative approaches to assessment are used extensively on the course:

Formative Assessment
- formative assessment is built into modules
- feedback sessions are typically driven by the tutor, and peer feedback provides an important additional dimension in this process

Summative Assessment
- summative assessment will occur at end of an assignment or module.
- in the Acting and Screen Skills modules, assessments will be worked on throughout the course of the module with formative feedback during the process.

Assessment Timings

- The first half of each semester (up to 10 weeks) consists of a series of taught sessions in all three modules, during which the students develop and prepare for their key project.
- The second half of the semester (week 11 onwards) is largely governed by the Portfolio module itself. Therefore, assessments for Acting Skills and Screen modules are largely submitted in week 10 while Portfolio modules have assessment due at the end, though some formative assessments will be used to reflect on the final pieces of work.

9. Course Contact Hours

Learning hours are determined by credits. One credit is worth 10 learning hours, so a 20 credit module is 200 learning hours, a 40 credit module is 400 hours, and so on. This is the amount of time you should be prepared to commit to each module.

Learning hours are divided into:

- *Taught or contact hours* - this is the amount of time you should spend in contact with academic staff, whether through face-to-face classes or online learning; and independent study, which is the amount of time you are expected to spend on your own study and assessment preparation.
- *Guided independent study* - where you will be set structured tasks or asked to prepare a performance working collaboratively with your peers. You also have group and one-to-one time with academic staff in learning teams or personal tutorials.
- *Independent study* - where you undertake you own unstructured study, such as reading and research.

10. Academic Staff

MetFilm School course leadership and tutors are comprised of industry practitioners and educators with award-winning experience across the disciplines of directing, screenwriting, producing, editing, post-production, visual effects and animation, distribution, marketing and sales. Members of the teaching team hold individual membership in a variety of leading external organisations such as WGGB (Writers Guild of Great Britain), PACT (Producers Alliance for Cinema and Television), BFI (British Film Institute), BAFTA (British Academy of Film and Television Arts), GBCT (Guild of British Camera Technicians), BECTU (Broadcasting, Entertainment, Cinematography and Theatre Union), BSC (British Society of Cinematographers) and a network that includes production companies, talent agencies, and broadcasters. Many have received various awards and critical acclaim for their work, and the majority have at least 5 years' industry experience. The majority of tutors hold a Bachelor's or Master's degree in relevant fields.

MetFilm School is committed to the professional development of teaching staff in accordance with the UK Professional Standards Framework. We support tutors in achieving fellowship of the Higher Education Academy (HEA) and encourage tutors to enrol on CPD, PGCE, and MA level programmes offered by the University of West London and other providers.

11. Formal and Informal Links with External Organisations / Industry Partners

ScreenSpace

As part of MetFilm, ScreenSpace receives support from its sister companies, MetFilm School, MetFilm Production and MetFilm Sales. ScreenSpace delivers its courses on behalf of the University of West London. Providing our students with the reassurance of an established educational institution, while gaining the benefits of an adaptive,

innovative & dynamic new educator.

ScreenSpace courses have been able to draw in industry partners to set briefs, respond and feedback on pitches, and reflect on work created. Since inception in 2018, this includes representatives from the following companies: YouTube, Twitter, BBC, Golin, Karmarama, Amazon Studios, MetFilm Production and Garden Studios.

MetFilm
The MetFilm Group is a leading screen organisation with a mission to bridge industry and education, which means students studying at ScreenSpace have access to a wealth of expertise from working media professionals. This includes opportunities for selected students and graduates to work directly on productions for film and TV through MetFilm Production, as well as access to unique job openings which are signposted through MetFilm Futures.

MetFilm Production and MetFilm Sales
MetFilm School has strong industry links through its integrated production company, MetFilm Production, an independent production company making high-quality fiction and documentary film for theatrical and television audiences worldwide, and MetFilm Sales, which is a boutique film sales company.

The synergistic environment so created works to the benefit of students in many ways, including student access to working professionals as tutors and mentors on a formal and informal basis; case studies and resources from professional productions; professional networking; graduate opportunities; and increased access to industry guest speakers and tutors.

Graduates work in multiple roles across all productions. For example, most recently at the time of writing, there are 19 graduates credited on *The Reason I Jump* which won the Audience Prize at the Sundance Film Festival in 2020 Best Documentary at the British Independent Film Awards in 2021 and 17 graduates credited on *23 Walks*, which opened in UK cinemas in September 2020. Other recent films include *Misha and the Wolves* (2021), *Last Breath* (2019).

MetFilm Futures
MetFilm Futures is dedicated to developing the careers and employability of MetFilm School students and graduates. Its activities include weekly Career Surgeries, a jobs board, curated opportunities from across industry including internships, festivals, and masterclasses; CV and showreel advice sessions; and guest speakers from industry.

During successive lockdowns, MetFilm Futures built a busy online community space, an innovation to connect students across courses and campuses and features guest speakers, job boards and curated competitions. Recent guest speakers have included:

- cinematographers, Roger Deakins (*1917, No Country for Old Men*) and Rina Yang (*Becoming, Bohemian Rhapsody)*
- writers, Sally Wainwright (*Happy Valley, Gentlemen Jack*) and Charlie Brooker (*Black Mirror)*
- directors Lenny Abramson (*Room, Normal People*), Gurinder Chadha (*Bend it Like Beckham)* and Sarah Gavron (Suffragette); and Armando Iannucci (*VEEP, The Death of Stalin)*
- actors Daisy Edgar Jones and Paul Mescal (*Normal People*); Tim Roth (*Reservoir Dogs*); Jonathan Pryce (*The Two Popes*); and Vicky McClure (*Line of Duty*); and Lydia West (*It's a Sin*)
- producers Tanya Seghatchian (*Cold War*, *The Crown, Harry Potter*) and Steve Woolley *(The Crying Game)*

and many others.

Partners and Core Relationships
In 2012, Met Film School was voted prestigious membership in CILECT (Centre Internacional de Liaison des Ecoles de Cinéma et de Télévision), the global organization of leading film and television schools, for its exceptional level of educational provision. Founded in 1955, CILECT now comprises over 160 audio-visual educational institutions from sixty countries across every continent. CILECT remains committed to maintaining the highest possible educational standards of audio-visual teaching and learning in its member schools and strives to be a key factor in the contribution to the major cultural and communication processes around the world.

Industry Links
Met Film School engages with our industry partners and relationships in a variety of ways. Industry professionals teach on our accredited courses, and we invite distinguished filmmakers and media professionals to speak to students on a regular basis.

12. Student Support Arrangements

Student Support
Throughout your course of study, you will have access to a variety of sources of support depending on individual circumstances and needs. In addition to the Course Leader and your personal tutor, you will have opportunities to discuss academic progress, learning and career objectives with relevant teaching staff.

Apart from the school's support framework, which encompasses course leaders, module leaders and personal tutors, the school has a registered counsellor contactable online as well as face to face support on campus.

Our Wellbeing support has been boosted by contracting online support *Togetherall* which is available to all students. This is a 24/7 support service for all students to have confidential communication with a trained advisor.

If you do experience any difficulties, either academically or personally, we have options for you to pause your studies and to return at the appropriate point once you are ready. This process involves an academic meeting with the course leader and the Student Services team to agree the next steps based on a case by case basis. In the event that the school has to take the initiative and withdraw a student for any wellbeing reasons, we have a *Fitness to Study* policy to ensure that student is fit to return to school. This policy requests the student to provide medical evidence to support their return to study which is considered by a panel.

Disabled and Neurodiverse Support at ScreenSpace
MetFilm School wants all students to have equal access to their course and the facilities. The Student Services Team and its dedicated Disability & Wellbeing Adviser provide confidential, specialist advice to help address any physical, study or communication barriers you may find in the learning environment. Student Services work hand in hand with academic staff to support students with a wide range of disabilities including:

- neurodiversity and specific learning differences (such as dyslexia, dyspraxia, ADHD)
- mental health difficulties (such as depression, bipolar disorder)
- long-term medical conditions (such as HIV, cancer, multiple sclerosis)
- hidden disabilities (such as diabetes, asthma, epilepsy)
- sensory impairments (such as visual impairment, hearing impairment)
- mobility or physical impairments (such as paralysis, arthritis)

How are students supported?
Student Services provide advice and information on arranging diagnostic assessments for a specific learning difference, help arrange non-medical helpers (such as Assistive Technology Training, Specialist Study Skills Tutors

and Specialist Mentors) and support access to a range of assistive technology. Student Services can also provide advice and information on any additional funding which students may be eligible to apply for.

During the first week of the programme you will go through a formal orientation to MetFilm School and ScreenSpace, and the BA (Hons) Acting for Screen Course. You will have an induction to school resources, the course team and relevant departments. There will be scheduled Student Programme Meetings during each semester of the course. The purpose of these meetings is to share information about the programme, garner student feedback on specific aspects of the course, address any issues or concerns, and develop an action plan around the meeting outcomes. BA (Hons) Acting for Screen students will also be able to elect one member of their cohort to sit on the Course Committee. Student representatives also participate in our wider governance structure, and some representatives are invited to meetings such as the Academic Board; the Learning, Teaching and Assessment Committee; the Screen Enterprise Group; and the Diversity, Equality and Inclusion Committee. Our Student Senate was formed in 2019 and is run by a President and Vice President from our London campus and a Vice President from our Berlin campus and meetings. All student representatives are able to sit on the Student Senate which meets quarterly and is a place to reflect and discuss the ideals and values of the MetFilm School Student Body and to work with the School to continually improve the student experience.

Individual Support Plans (ISPs) are developed where appropriate, outlining recommended reasonable adjustments such as amended assessment arrangements, extensions to library book loans, note-takers or campus mobility support and the ability to request extensions to work if required.

Production Support
Production support will be accessible to support students during practical activities, where appropriate, with technical knowhow and production knowledge which students will be able to call upon, especially during periods when you are asked to create a production or artefact.

University of West London (UWL)
You will have access to Online Library Services and the Student's Union at the University of West London.

Student guidance, help and support is further detailed in the UWL Student Handbook with regard to current University policies. You will be inducted in how to make the best use of this space in your first week.

Learning Resources and Support at University of Leeds
Leeds-based students also have access to the University of Leeds library, including open access study spaces. You will be inducted in how to make the best use of this space at the start of your programme.

Preparing for the World of Work
Career preparation and employability skills are integrated throughout the course in the form of presentations, practical workshops and mentoring sessions which will be used to develop your presentation skills and online profiles.

MetFilm Futures is a dedicated career support team that helps students and graduates navigate their path into industry in the following ways:

- informing students and alumni about permanent and freelance job opportunities, internships and placements
- curating opportunities across industry
- organising masterclasses and career workshops with professional industry guest speakers
- advising on film and video strategy
- festival logistics and entry requirements
- developing career skills such as networking, pitching and social media profiles

13. Assessment Matrix

Module Title and Code	Credit	Core	Assessment Type			Weighting (%)	Overall Pass Mark	Submission: Week No. *indicative*
Level 4								
Introduction to Acting Skills	20	Core	Portfolio			100%	40%	10 (Sem 1)
Introduction to Screen Skills	20	Core	Portfolio			100%	40%	10 (Sem 1)
Portfolio Module: Scene	20	Core	Artefact			60%	40%	16 (Sem 1)
			Artefact	or	Written Assignment	40%		16 (Sem 1)
Acting on Camera	20	Core	Portfolio			100%	40%	10 (Sem) 2
Dramatic Storytelling on Screen	20	Core	Portfolio			100%	40%	10 (Sem) 2
Portfolio Module: Story	20	Core	Artefact	or	Written Assignment	60%	40%	16 (Sem 2)
			Artefact	or	Written Assignment	40%		16 (Sem 2)
Level 5								
Performance	20	Core	Portfolio			100%	40%	10 (Sem 1)
Self-Shooting	20	Core	Portfolio			100%	40%	10 (Sem 1)
Portfolio Module: Performance and Personality	20	Core	Artefact	or	Written Assignment	60%	40%	16 (Sem 1)
			Artefact	or	Written Assignment	40%		16 (Sem 1)
Creating Character for Drama	20	Core	Portfolio			100%	40%	10 (Sem 2)
Working on a Drama Production	20	Core	Portfolio			100%	40%	10 (Sem 2)
Portfolio Module: Drama	20	Core	Artefact	or	Written Assignment	60%	40%	16 (Sem 2)
			Artefact	or	Written Assignment	40%		16 (Sem 2)
Level 6								
Advanced Acting Techniques	20	Core	Portfolio			100%	40%	10 (Sem 1)
Creative Entrepreneurship	20	Core	Portfolio			100%	40%	10 (Sem 1)
Portfolio Module: Advanced Performance	20	Core	Artefact	or	Written Assignment	60%	40%	16 (Sem 1)
			Artefact	or	Written Assignment	40%		16 (Sem 1)
Preparing for Industry	20	Core	Portfolio			100%	40%	10 (Sem 2)

Graduation Portfolio	40	Core	Artefact	or	Written Assignment	60%	40%	16 (Sem 2)
			Artefact	or	Written Assignment	40%		16 (Sem 2)

Please note that the following Assessment type definitions apply:

1. **Written Assignment:** eg report, essay, short essay, review, analysis, case study, creative and/or professional brief, dissertation, thesis, literature review, research method essay, research proposal, in-class test, multiple choice questionnaire (MCQ), mathematical/statistical problem, online test, web-based exercise, translation
2. **Portfolio Module:** a series of short written, creative, linguistic or mathematical tasks collected as part of one assignment
3. **Artefact:** visual, audio, software, composition, design, culinary, artistic

PART B: Record of Approved Amendments:

Use the following table to list all amendments made to the course between approval/re-approval events.

	Approved Amendments to Course Specification since original approval/last re-approval					
Course Specification Title	**Module Level and Title**	**Brief Outline of Amendment**	**Approval by Academic Quality Lead (Minor Amendment)**	**Approval by School/College Quality Committee / Major Amendment Panel**	**Approval effective from**	**Student cohort affected**
Specify award and course titles, including pathways affected by amendment			*Date*	*Date and meeting minute*		*e.g. new students from [add Academic Year/students entering Level 5 from [add Academic Year]*