BA (Hons) Screen Acting
Course Specification

University of West London — The Career University

metfilm SCHOOL

PART A: About the Course and/or Apprenticeship

1. Course details

Qualification (award and course title)	BA (Hons) Screen Acting
Document version, approval process, and date document completed	Version 2, August 2022 reapproval
Awarding Institution	University of West London.
UWL School/College	LCM
Subject Area within UWL School/College	Drama
Course Leader	Justin Trefgarne
Academic Partner(s) and type of arrangement	Validated Provision
Course recognised by	N/A
External Examiner	Alan Dunnett
Sites of delivery	Ealing Studios Ealing Green London W5 7EP Berliner Union Film Studios Oberlandstraße 26-35 12099 Berlin Germany
Modes and duration of delivery	Full-time 2 year (programme)

Delivery date(s)	*September only start*
Final enrollable award(s)	BA (hons) Screen Acting
Level of final award	6
Credit for final award (CATS and ECTS)	360 CATS, 180 ECTS
Exit awards including titles and credits	BA Screen Acting (300 CATS, 150 ECTS) Cert HE, 120 credits Dip HE, 240 credits
UCAS code(s) (UG programmes)	Institution Code: M73 Course Code: W410
QAA Subject Benchmarking Statement	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). The programme has also been mapped against the OfS Sector Recognised Standards (see here).
Course-specific Regulations	UWL Academic regulations
Language of study	English

2. Course Description:

Everyone has a story to tell and the right to tell it. The BA (Hons) in Screen Acting applies and explores this important principle through the art and business of professional Screen Acting. But it is also much, much more.

Our BA (Hons) in Screen Acting is a practical, industry-focused two year accelerated degree course that aims to allow you to develop your individual presence, craft and voice as an actor and screen storyteller entering a modern, increasingly diverse, dynamic and ever-changing industry. We are offering a dynamic and future-facing programme that presents a coherent and meaningful alternative to the conservatoire-style acting training that has become standard in Drama Schools. This will be achieved

primarily through our unique approach to training where we guide you in acquiring and developing knowledge, understanding and practice as ***both actors and filmmakers***. We do not focus on a specific practitioner. Instead we provide access to a range of techniques that span the globe – from Adler to Oida – and in doing so encourage you to build a technical platform that feels personal and unique to the approaches you have developed over the two years of study.

At the core of this training is a deep acknowledgement of the essential, ancient relationship between what the Greeks – whose dramatic works are the foundation texts of modern Western drama – called *mythos* – a symbolic system of imagistic storytelling that enabled human beings to find meaning in life's ultimate struggles – and *logos* – which we would now call reason, a "pragmatic mode of thought that allowed people to function effectively in the world", as explained by the writer Karen Armstrong. In other words, **this course invites you to explore the relationship between your imagination and the lived world**. Screen Acting is not just a mode of entertainment, then, it is a way of coming to terms with being fully human in an ever changing, ever challenging existence. The programme seeks to equip you with subject specialist skills that, in turn, offer a road map for navigating life itself.

The course is structured to cover a wide range of essential skills, also known as hard skills, all tailored to appeal to the student seeking a screen-focused training rooted in core practice combined with innovation and experimentation. Met Film School's BA in Screen Acting is the first and only course of its kind to offer:

1. A fully integrated Screen Acting and Filmmaking training
2. A stand-alone module focused on Performance Capture
3. A stand-alone module focused on building your Industry Portfolio
4. A stand-alone module focused on building a Show Reel

Our objective is simple: we want you to emerge into the industry with a **rounded, developed and entrepreneurial skillset**, combining recognised power skills and benchmark technical skills so you will be ready for the challenges ahead whether they be in front of or behind camera, on the small or large screen.

The course has been designed and will be delivered by screen industry professionals from a range of disciplines. Through a combination of lectures, seminars, intense practice and self-directed work, **you will build a core understanding of standard screen industry practice, including internationally recognised acting techniques and industry-standard, sustainable filmmaking craft skills**. This learning will in turn be applied and enriched through a range of creative acting exercises and filmmaking productions supported by state of the art equipment.

You will leave the course with a show reel, Graduate Spotlight membership and CV that you will create through collaborative production modules and course work.

3. **Admissions Criteria:** *what qualifications and experience do students need to get onto the course?*

| Higher Education Course:
• **UCAS Tariff (UG only)**
• **Subject-specific requirements**
• **Additional information** | All applicants must be 18 years or older at the time the programme begins.

Admissions criteria

Under 21 Students
• All enquiries pertaining to BA Screen Acting will be fielded by the MetFilm School Admissions Team. Anybody approaching UWL directly will be directed to MetFilm School.
• All students will be directed to apply through UCAS (www.ucas.com) as their first step.
• Students will be required to show that they have achieved (or have the potential to achieve) a minimum of 100 points at A Level or an equivalent academic qualification for BA Screen Acting.
• All students are recommended to take the MetFilm School online pre-induction course to prepare them for academic study at Level 4.
• Once the UCAS application has been received, the MetFilm School Admissions Team will review and arrange an interview. Interviews may also be arranged prior to a student submitting an application to ascertain suitability.
• Applicants will be asked to present a prepared scene reading from material supplied by MetFilm School in advance.

Mature Students
• Mature students are aged 21 years or over on the day the course starts.
• Mature students are required to provide evidence of academic qualifications and will be judged based on their application, any experience and the subsequent interview.
• If you do not have academic qualifications, we can assess entry requirements on experiential learning.

Recognition of Prior Learning (RPL) leading to Advanced Standing
• 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 Course after exiting MetFilm School with a Cert HE or Dip HE must also apply through the RPL process. • MetFilm School RPL applications are handled by the Deputy Director of MetFilm School in line with University of West London regulations. **Interviews** • Interviews will be conducted by a member of the Admissions Team and/or Course Leader • Phone or Skype interviews will be conducted for students unable to visit the school. The selection processes for the course adhere to MetFilm School's Equal Opportunity Policy, and MetFilm School is committed to the provision of fair and consistent admission procedures that ensure quality of treatment for all applicants.
Apprenticeship	N/A
Arrangements for Recognition of Prior Learning	RPL applications are handled in line with the Univeristy of West London UWL Academic Regulations .
IELTS Score for International Students	Candidates need to achieve an overall IELTS 6.5, with a 6.5 in writing and no less the IELTS 5.5 in all other elements.

4. **Course and/or Apprenticeship Structure Diagram:** Include diagrams for all *modes of study, e.g. Part Time, Full Time and all delivery dates e.g. January starts*

Level 4			
Trimester 1	**Module 1**	**Module 2**	**Module 3**
Week 1			
Week 2			
Week 3			
Week 4			
Week 5	Screen Acting Foundations (20 credits, core)	Authentic Voice and Movement (20 credits, core)	Filmmaking Foundations (20 credits, core)
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13	Assessment period, including Submissions, marking and feedback period		
Week 14			
Week 15			

Week 16	

Trimester 2	Module 4	Module 5	Module 6
Week 1			
Week 2			
Week 3			
Week 4			
Week 5	Acting Practitioners (20 credits, core)	Psychological Voice and Movement (20 credits, core)	Short Film Production (20 credits, core)
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			

WINTER BREAK	
Week 13	Assessment period, including Submissions, marking and feedback period.
Week 14	
Week 15	
Week 16	
An exit award of a Certificate of Higher Education (Cert HE) in Screen Acting if 120 credits have been achieved	

Level 5			
Trimester 3	Module 7	Module 8	Module 9
Week 1			
Week 2			
Week 3			
Week 4			
Week 5	Text, Context and Character (20 credits, core)	Transformative Voice and Movement (20 credits, core)	Filmmaking Intensive (20 credits, core)
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13	Assessment period, including Submissions, marking and feedback period.		
Week 14			
Week 15			
Week 16			

Trimester 4	Module 10	Module 11
Week 1	Casting (20 credits, core)	Collaborative Anthology Film or Web Series (40 credits, core)
Week 2		
Week 3		
Week 4		

Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13	Assessment period, including Submissions, marking and feedback period.	
Week 14		
Week 15		
Week 16		
TWO-FOUR WEEK SUMMER BREAK		
An exit award of a Diploma of Higher Education (Dip HE) in Screen Acting if 240 credits have been achieved		

Level 6			
Trimester 5	**Module 12**	**Module 13**	**Module 14**
Week 1	Advanced Acting (20 credits, core)	Performance Capture and Screen Combat (20 credits, core)	Industry Portfolio (20 credits, core)
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13	Assessment period, including Submissions (some submissions are submitted in week 12 and or 13), marking and feedback period.		
Week 14			
Week 15			
Week 16			

Trimester 6	**Module 15**	**Module 16**
Week 1	Graduation Project (40 credits, core)	Show Reel (20 credits, core)
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		

Week 13	
Week 14	Assessment period
Week 15	
Week 16	

Successful completion of the course equates to 360 credits and an award of a BA 9Hons) in Screen Acting

For Apprenticeships:

a. Is there an **End Point Assessment Organisation** (EPAO) approved for this apprenticeship standard?

Click here to enter text.

b. Include within the Apprenticeship Structure Diagram below **a non-credit bearing EPA module** which will record the final outcome of the EPA.

c. For integrated Apprenticeships: confirm whether **UWL made the application for approval**

Choose an item.

d. For non-integrated Apprenticeships **has an EPAO been selected or has an 'in principle' letter been received.**

Choose an item.

5. Course Aims:

The BA (Hons) in Screen Acting aims to enable you to:

1. Undergo specialist acting training for small and large screen formats.

2. Engage meaningfully in text analysis, voice and movement through the critical exploration of specific screen acting practitioner techniques.

3. Acquire and develop skills, knowledge and understanding as screen storytellers in devising, planning, rehearsal, production and post-production of short and long form screen content, across genres and formats.

4. Develop strong, identifiable collaborative skills through a recurring cycle of meaningful learning focused around screen storytelling, classroom exercises and collaborative production modules.

5. Develop critical thinking and analytical research skills in evaluating cultural, ethical and diverse approaches to interpreting histories, forms and traditions in acting, the motion picture arts and contemporary audience expectations.

6. Understand the importance of motivated, self-directed practice while developing an awareness of the role of individual responsibility within the hierarchies inherent in creative and collaborative team work.

7. Develop the power skills of flexibility, resilience and adaptability in preparation for the challenges posed by entering an increasingly competitive, diverse and sustainable industry.

8. Leave MetFilm with a range of specific and transferrable skills and the aptitude to apply them in a range of business and community arts-based environments including public presentation, creative producing, events management and education.

6. Content by Level:

Level 4

1. Screen Acting Foundations: 20 Credits, Core
This module will introduce you to the underlying concepts of Screen Acting. You will begin to develop a core Screen Acting skillset through an understanding of visual storytelling and the actor's role within the storytelling apparatus. You will apply this learning to non-verbal performance scenarios that will be filmed and reviewed in class, to help establish reflective strategies for developing awareness of your emerging skillset as a screen performer.

2. Authentic Voice and Movement: 20 Credits, Core
In this module you will be exposed to some fundamental vocal and physical skills and practice that will enable you to develop self-awareness of your body and voice. You will uncover movement and vocal production that is authentic and individual for you and which, additionally, will influence strong performance outcomes. Through the course of this module you will learn the relationship between effective breathing, movement and vocal production, how to identify and align with vocal channels and emotional centres. You will discover how different practitioners, such as Laban and Linklater, have influenced these fields of study. You will also start to develop an awareness and understanding of the impact of Global Majority approaches to voice and body work, including Chinese, Japanese and Indian practice. In addition you will acquire core skills in warming up for a variety of performance challenges, including an introduction to Intimacy Coordination as an essential component of safe, modern production practice.

3. Filmmaking Foundations: 20 Credits, Core
This module introduces you to the core principles, skills and delivery of filmed content for the large and small screen from a range of contemporary cultural

perspectives. Through devising and filming a contained piece of screen content, you will learn about the production cycle, from inception and creation of ideas, story development, established screenwriting conventions, directing, cinematography, sound recording and post production. Your filmmaking training will be supported by core skills training in basic camera, lighting and sound equipment.

4. Acting Practitioners: 20 Credits, Core
Developing the themes and concepts you encountered in Acting Fundamentals, you will now start to look at how Screen Acting techniques have been refined and expanded through the work of specific practitioners. Beginning with Stanislavksi's System as adapted for the Screen by practitioners such as Adler, Strasberg, Meisner and Oida, you will explore each technique and expand your understanding of how Western and Eastern practices both differ and converge, and how the Method of Physical Actions has become a benchmark tool for successive generations of global Screen Practitioners.

5. Psychological Voice and Movement: 20 Credits, Core
This module continues to build on the work established in Authentic Voice and Movement. You will expand your practice into areas of physical and vocal awareness acquired through Pilates, Yoga and Expressive movement. You will also be introduced to techniques designed to expand articulation, resonance and phrasing, working with specific texts that require emotional investment and physical agility, like Shakespeare and other classical works. Alongside this, you will develop an awareness of tools to support the long term vocal and body health for the actor. You will also examine how this kind of work informs the generation and safe management of emotion in the creation of compelling, psycho-physical performance including a further exploration of how these processes can be integrated with Intimacy Coordination.

6. Short Film Production: 20 Credits, Core
This module presents the opportunity to apply knowledge and understanding acquired throughout the entirety of Level 4 by engaging in a consolidated, extended production module in which you will have the opportunity to perform in or work as a key creative crew member on a short film production. You will also be given the opportunity to work with the BA Practical Filmmakers in the first of a series of customised sessions designed to encourage greater collaboration and productive understanding between the disciplines.

Level 5:
7. Text, Context and Character: 20 Credits, Core
You will acquire knowledge and critical understanding of the role that analysis and research play in the development of compelling screen characters. Through the exploration of classical and historical (period) texts you will research and develop a fully-articulated historical screen character. In doing so you will identify the limits of research and explore how these

skills intersect with imagination and creative licence. You will also have the opportunity to examine the importance of cultural context and progressive concepts such as colour-blind casting, and how this impacts on diversity and inclusion in the Screen industry.

8. Transformative Voice and Movement: 20 Credits, Core
In voice work you will explore and develop an understanding of how an actor develops regional accents, including standard regional and standard UK (RP), standard and regional American in addition to other accents that represent a challenge or departure from your native dialect. Through the acquisition of core understanding of how accents are generated, you will develop and apply a skillset that will enable further exploration of non-native accents and/or dialects. In body work, you will continue to explore the techniques of Grotowski, including Object Transformation and other routes to enhanced performance, including anatomical and anthropomorphic study.

9. Filmmaking Intensive: 20 Credits, Core
Utilising the reflective outcomes of your Short Form production, you will now engage in a further exploration of filmmaking craft with particular attention to more detailed scene work, focusing on dramatic structure and how to retain authenticity within the pressurised environment of film production. Working with a variety of scripted and unscripted scenarios, you will explore techniques and troubleshooting methods to build believable, authentic and attainable content for the screen. In addition you will receive enhanced training in camera, lighting, sound and editing, as well as being offered the opportunity to gain experience in production management and assistant directing, as you build out your overall awareness and understanding of the intricacies of inclusive, sustainable and ethical film production.

10. Casting: 20 Credits, Core
This module introduces you to the core knowledge, understanding and skills required to prepare for auditions and casting in today's screen industry, from self-tapes through to in-person auditions and chemistry reads. Drawing on your experience producing screen content on the course, you will now learn how to produce competent, high quality self-tapes and experience, through workshops and seminars, advice on preparation and execution of a variety of casting scenarios from industry professionals, including commercials casting. In addition you will be encouraged to start thinking about your casting range and researching what materials you should be preparing for your show reel.

11.Collaborative Anthology Film or Web Series Production: 40 Credits, Core
This module is the culmination of your Level 5 studies and represents an opportunity to apply rich layers of knowledge and understanding, whilst also demonstrating a capacity for detailed research and critical thinking, both in front of and behind the camera. You will focus this learning towards the

creation of a substantial, collaborative production. In your Screen Acting groups you will devise, develop, shoot and deliver an edited, multi-episode Web Series comprised of four ten minute episodes per show. You will have the opportunity to explore performance opportunities alongside production roles and you will be expected to contribute at least one major performance or crew role to the productions. You will also be offered further opportunities to collaborate with the BA Filmmaking students to continue to enrich your working relationships and understanding of each other's craft. In addition, you will build on your technical skills training with further specialist refresher and enhanced sessions focused on cinematography and sound. The module will finish with an all-cohort screening of the edited episodes. Alongside this you will be given additional exposure and foundation training in approaching questions of ethics, inclusivity and sustainability through specialist sessions.

Level 6:
12. Advanced Acting: 20 Credits, Core
In this module you will combine your accumulated knowledge of practitioner techniques with the development of personal practice and the evolution of your own methodology as a screen actor. Through reflective solo practice and working in small teams you will engage in a variety of rehearsal and performance scenarios, including improvisation, comedy and complex text work based on Stanislavski's Active Analysis. Throughout the module you will be encouraged to find ways of drawing upon and integrating practitioner techniques with organised experimentation and critical evaluation of the effectiveness of such approaches. You will also be invited to engage in a series of reflective personal explorations, or Artist's Dates, which will allow you the opportunity to challenge yourself as a practitioner within the wider context of an increasingly inclusive and environmentally conscious world.

13. Performance Capture and Screen Combat: 20 Credits, Core
You will experience the opportunity to acquire knowledge, understanding and foundation skills in the specialised areas of Performance Capture (or Mo-Cap) and Screen Combat. While there are aspects of this these skills that require separate qualifications, a foundational knowledge is extremely important. You will also learn how both Mo-Cap and Combat practices will draw upon the core work you have been engaged with in Voice and Movement modules to date, and develop an understanding that this kind of work is a continuation of that practice, which will stand you in good stead should you wish to pursue further training opportunities.

14. Industry Portfolio: 20 Credits, Core
In this module you will expand and develop your knowledge of industry practices and conventions, with a specific emphasis on employability, sustaining yourself as a freelance practitioner and continuing to develop your core skills as an independent creative within the Screen industries. You will be encouraged to look at the specific challenges that face screen actors and film professionals as they emerge into the market. You will attend

workshops and tutorials with screen practitioners and career counsellors which will enable to structure a specific approach to your own pathway after your training. In addition, you will be offered creative and practical support as you start to plan your online profile, including Graduate Spotlight page, show reel, agent approach and CV.

15. Graduation Production: 40 Credits, Core

The culmination of your practical training, Graduation Production offers you the opportunity to focus on a specific role and or multiple roles within a sustainable production framework. This is your opportunity to make an artistic statement that foregrounds your strengths as a storyteller. Once again, in collaboration with your Screen Acting peers and, should you wish to, the BA Practical filmmakers, you will create a piece of screen content designed to foreground the skill and/or skills you have acquired both in front of and behind the camera on the course. With the support of a specialist Project Advisor, you will be guided through the greenlight process, with increased emphasis on assessing the viability of your production from an ethical and sustainable viewpoint. Though primarily self-directed, the project advisor can offer bespoke support depending on the specific requirements of the skills you are foregrounding in the production(s).

16. Show Reel: 20 Credits, Core

The final module of your degree is specifically designed to enable you to draw together all of the performance and filmmaking elements you have assembled over Levels 4, 5 and 6 and build them into an effective, industry-aware show reel. A show reel is a living artefact and this will be a snapshot of the work you have completed, in and outside of formal module learning. You will receive specialist tutor support and industry guidance where necessary, but the onus will be on you to utilise the knowledge, skills and understanding acquired over two years to create a piece of work that feels representative of your skills as a performer, filmmaker and general practitioner within this field. In addition you will have the opportunity to record a 3-5 minute voice reel comprised of a short prose extract and a mock commercial reading. These are designed to expand your employability as a professional screen actor and can be uploaded to your Graduate Spotlight profile.

7. Course Learning Outcomes: *what students are required to achieve on this course*

In addition to completing this table, you may need to complete and append Form CA5 (Mapping) to show the relationship of these academic course learning outcomes to the Knowledge, Skills and Behaviours (KSBs) of the Apprenticeship Standard and, where appropriate, any PSRB standards.

LEVEL 4	Course Learning Outcomes	Screen Acting Foundations	Authentic Voice And Movement	Filmmaking Foundations	Acting Practitioners	Psychological Voice and Movement	Short Form Production
Knowledge and understanding	1. Demonstrate awareness of contemporary performance and industry practice, recognising the key modes of communication and representation	✓	✓		✓	✓	✓
	2. Acquire knowledge of the key commercial, historical, cultural and technological debates relevant to the production of performance and screen content	✓		✓	✓		
	3. Define an understanding of group processes in the creation of performance and screen product	✓	✓	✓		✓	✓
Intellectual/Cognitive skills	1. Identify principles and concepts of underlying theoretical frameworks and approaches and evaluate your strengths and weaknesses				✓	✓	✓	✓
	2. Exhibit self-reflective analysis in the interpretation of your own work and the work of others				✓		✓
	3. Demonstrate awareness of appropriate research skills and how to apply them to your work	✓	✓		✓	✓	✓

	Course Learning Outcomes					
Subject practical skills	1. Develop appropriate techniques and skills across a variety of formats, demonstrating an understanding of performance aesthetics, technique and practice in individual and group work		✓		✓	✓	
	2. Demonstrate an awareness of key performance techniques as they apply to various forms of screen/media content	✓	✓			✓	✓	
	3. Apply a range of approaches to learning and identify your strengths and areas for development to support managing work and deadlines	✓		✓	✓		✓
Transferable skills	1. Demonstrate knowledge of appropriate performance and production vocabulary, skills and working methods	✓		✓	✓		✓
	2. Communicate effectively in written and verbal form, demonstrate the ability to express and convey ideas with clarity, think critically, and give and receive constructive feedback	✓			✓		✓
	3. Display a pro-active approach to resolving problems through the appropriate use of resources, outside research, information and support available	✓		✓	✓		✓

LEVEL 5	**Course Learning Outcomes**	**Text, Context and Character**	**Transformative Voice and Movement**	**Filmmaking Intensive**	**Casting**	**Web Series Production**
Knowledge and understanding	1. Apply a detailed awareness of contemporary performance and	✓		✓	✓	✓

	industry practice in all its manifestations, recognising the key modes of communication, representation and meaning and where appropriate in an employment context					
	2. Apply critical awareness of the theoretical frameworks and contemporary cultural, political, technological and ethical perspectives relevant to your particular discipline	✓	✓	✓	✓	✓
	3. Analyse and evaluate different approaches to problem solving from an individual and group perspective in the creation of performance and screen product	✓	✓	✓		✓
Intellectual/Cognitive skills	1. Communicate, assess and apply various concepts, ideas and theories that underpin your practice, setting a broader framework for the analysis of your own work	✓	✓	✓		✓
	2. Ability to analyse and evaluate various forms of text applying a self-reflective approach in the interpretation of your own work and the work of others	✓		✓	✓	✓
	3. Display appropriate independent research skills towards the development of your practice in a range of diverse forms	✓	✓	✓		✓
Subject practical skills	1. Demonstrate increased autonomy and independent thinking within the creative process whilst maintaining a professional working ethos.	✓		✓	✓	✓

	2. Recommend and apply key screen acting and physical engagement techniques to various aesthetics and forms of screen/media content, displaying confidence in technique, practice and audience engagement in individual and group work	✓	✓	✓	✓	✓
	3. Critically evaluate a range of approaches to learning assessing your own capabilities, strengths and areas for development to support managing work and deadlines	✓	✓	✓	✓	✓
Transferable skills	1. Employ an applied knowledge of appropriate performance and production vocabulary, skills and professional working methods in the preparation and successful execution of individual and group projects	✓	✓	✓	✓	✓
	2. Communicate effectively in written and verbal form, summarise, and compare ideas with clarity, think critically, and give and receive constructive feedback	✓	✓	✓	✓	✓
	3. Select an applied approach to resolving problems through the appropriate use of resources, outside research, information and support available	✓	✓	✓		✓

LEVEL 6	Course Learning Outcomes	Advanced Acting	Industry Portfolio	Graduation Production	Show Reel
Knowledge and understanding	1. Engage critically with contemporary performance and industry practice in all its manifestations, recognising key methods of communication and representation	✓	✓	✓	✓
	2. Critically analyse the significance of key commercial, historical, cultural and technological implications relevant to the performance landscape	✓		✓	
	3. Devise and sustain an argument and/or problem solve using ideas and theories some of which are at the forefront of the discipline of performance	✓		✓	✓
Intellectual/Cognitive skills	1. Synthesise, analyse and critically evaluate various concepts, ideas and theories that underpin performance practice, setting a broader framework for the analysis of your own work	✓	✓	✓	✓
	2. Develop, communicate and deliver complex and unpredictable ideas, both working alone and collaboratively, displaying a sustained awareness of the ethical implications of sustainable screen production and professional practice	✓	✓	✓	✓
	3. Identify and discriminate primary and secondary sources of research in development of your practice	✓	✓	✓	
Subject practical skills	1. Apply a high degree of autonomy, initiative and entrepreneurial innovation within the creative process	✓	✓	✓	✓

	whilst maintaining a professional working ethos				
	2. Synthesise knowledge of key screen acting techniques in various aesthetics and forms of screen/media content, displaying confidence in technique, practice and audience engagement in individual and group work	✓	✓	✓	✓
	3. Utilise reflection, personal responsibility and professional codes of conduct to a range of approaches to learning and development	✓	✓	✓	✓
Transferable skills	1. Consolidate a knowledge of current industry trends, performance and production vocabulary and professional expectations to work effectively with limited supervision on collaborative work	✓	✓	✓	✓
	2. Communicate effectively by enabling understanding and engagement in various forms, demonstrating the ability to express and convey ideas with clarity, think critically, and give and receive constructive feedback	✓	✓	✓	✓
	3. Demonstrate confidence and intellectual flexibility in identifying, defining and resolving complex problems through the appropriate use of resources, outside research, information and support available	✓	✓	✓	✓

8. **Learning Teaching and Assessment strategies:** *how will students learn, how will students be assessed, and why are these the most appropriate methods*

MetFilm School is committed to providing quality education and practical training in the film, television and related creative industries to an internationally diverse student population with an emphasis on student achievement, practical and immersive learning, industry-relevant professionalism, ethical practice, inclusivity, diversity and collaboration.

MetFilm School's Teaching and Learning Policy states;

MetFilm's School's mission statement: *Educational Excellence and Deep Links to Industry* is supported by the core values of the Teaching and Learning Policy which:
o   Increases student engagement and learning opportunities
o   Continuously improves the quality and range of curriculum delivery
o   Ensures industry practice is embedded in teaching practice
o   Enhances the relationship between practice and theory across the curriculum
o   Raises the level and standard of student progression and achievement
o   Encourages the philosophy of life-long learning amongst tutors and students
o   Promotes a high quality teaching experience that recognises the individual needs of each student
o   Provides resources appropriate to the intended learning outcomes on a fair and equitable basis

How students will learn
MetFilm School believes that through a process of *reflective practice and learning*, you will be able to demonstrate an understanding of the key concepts of performance for the screen through the creative application of the latest screen industry skills. MetFilm School applies the "do, review, learn, apply" modification to Kolb's (Kolb, D.A. 1984) model of experiential learning to recognise that knowledge can be applied across a number of situations and to allow the linking of one learning cycle to another. This facilitates the scaffolding of experiential learning across the curriculum. We encourage students and professionals from the screen industries to interact and learn from each other through practice and participation. This approach fosters your ability to reflect on your own learning and understand your own strengths and weaknesses.

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 Methodology
MetFilm School utilises a wide range of teaching methods underpinned by the policy of ensuring all students are engaged and can achieve the learning outcomes and consequently the assessment through the teaching. Our concept of '*Do, Reflect, Learn, Apply'* is realised in the way we teach, the majority of sessions are delivered as workshops or seminars which promote active participatory learning through discussions and practical exercises. These exercises are often designed as collaborative activities that encourage teamwork and communication skills in attempting to achieve collective goals.

Practical teaching is underpinned by theoretical frameworks and concepts which are integrated through the curriculum delivered through a mixture of screenings, lectures and seminars and which allow you to explore the relationship between theory, industry convention and practice. Student-led presentations and seminars allow you to remain active leaders and participators in your own learning and allow you to construct meaning through your activity.

Module study across the course involves a diverse range of teaching methods designed to suit a variety of learning types including:
o   Seminars in smaller groups
o   Lectures
o   Practical group work
o   Presentations – pitching and auditions
o   Production work – collaborating with other BA students on filmed work
o   Formative feedback through critiques/screening and reflective sessions – to provide formative feedback and to develop presentation skills
o   Peer review
o   Skills Labs – a reflection of 'real world' experiences – unpredictable events which might be a last-minute casting call or audition, whole script changes etc. An opportunity to react quickly to events
o   Tutorials – small group tutorials and 1:1's
o   Enhancement activities – visiting speakers, masterclasses, industry activity outside of the course

Our lesson plans, curriculum and teaching resources will ensure content, materials and choices reflect the world we live in in relation to diversity and equality.

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 etc. This is the amount of time a student should be prepared to commit to each module.

Learning hours are divided into: taught or 'contact' hours, i.e. the amount of time students spend in contact with academic staff, whether through face-to-face classes or online learning; and independent study, i.e. the amount of time students are expected to spend on their own study and assessment preparation. Independent study may be guided where students are set structured tasks e.g. Online quizzes or fully independent where students undertake their own unstructured study e.g. Reading and research. Students also have one-to-one time with academic staff in personal tutorials.

10. Academic Staff:

The BA (Hons) Screen Acting programme team consists of the Postgraduate Programme Leader, Programme Deputy Leader and Course Coordinator based at the London campus and a Course Manager based at the Berlin Campus.

MetFilm School course leadership and tutors are comprised of industry practitioners and educators with award-winning experience across the disciplines of acting, directing, screenwriting, producing, editing, post-production, visual effects and animation, distribution, marketing and sales. Members of the teaching team also hold individual membership in a variety of leading external organisations such as Equity, SAG (Screen Actors Guild), 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. The majority of tutors hold a Bachelor's or Master's degree in relevant fields, have received various awards and critical acclaim for their work, and have at least 5 years' industry experience.

11. Formal and Informal Links with External Organisations/Industry Partners:
what opportunities are there for students to interact with professional contacts.

MetFilm
The MetFilm Group is a leading screen organisation with a mission to bridge industry and education, which means students studying 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 production, for example, graduates hired for roles in BBC, Channel 4, Netflix and Amazon prime productions, such as *Knives out*, *1917*, *Doctor Who* and *Killing Eve*.

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.
MetFilm Futures oversees a busy programme of industry speakers. Recent guests 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),* Sarah Gavron (*Rocks, Suffragette*); and Armando Iannucci (*The Thick of It, 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, This Is England*); and Lydia West (*It's a Sin*)
- Producers: Tanya Seghatchian (*The Power of the Dog, Cold War*, *The Crown, Harry Potter*) and Steve Woolley *(The Crying Game, Mona Lisa, Made In Dagenham) and* many others.

Partners and Core Relationships

In 2012, Met Film School was awarded prestigious membership of CILECT (Centre International 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**: *what academic and pastoral support and advice are available*

STUDENT SUPPORT
Throughout the course of study, students will have access to a variety of sources of support depending on individual circumstances and needs. In addition to the BA Screen Acting Programme Leader, Course Team and Level Leader, students will have opportunities to discuss academic progress, learning and career objectives with relevant teaching staff. **Disability and Wellbeing Support:** The school has a dedicated Disability and Wellbeing Support Team who provides practical advice and guidance whilst you are studying. The team can provide confidential, specialist advice to help address any physical, study or communication barriers you may find in the learning environment. Student Support work hand in hand with academic staff to support students with a wide range of disabilities including: o   neurodiversity and specific learning differences (such as dyslexia, dyspraxia, ADHD) o   mental health difficulties (such as depression, bipolar disorder) o   long-term medical conditions (such as HIV, cancer, multiple sclerosis) o   hidden disabilities (such as diabetes, asthma, epilepsy) o   sensory impairments (such as visual impairment, hearing impairment) o   mobility or physical impairments (such as paralysis, arthritis) **How are students supported?** 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. Student Support 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 Support can also provide advice and information on any additional funding which students may be eligible to apply for.

If students experience any difficulties, either academically or personally, we have options for students to pause their studies and to return at the appropriate point once they are ready. This process involves an academic meeting with the Discipline leader and the Student Support team to agree the next steps on a case-by-case basis. If 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.

Counselling:

The school has a dedicated counselling team who can be contacted to book online/face to face appointment. All students are able to access up to 6 counselling sessions for free each academic year. In addition to this, the Counselling team also offer group workshops on topics such as resilience, stress and mindfulness.

Togetherall:
All students can also access online support through 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.

Pre-Induction Course:

BA Screen Acting students will be enrolled on the Pre-Induction course online via Moodle, our virtual learning environment, which comprises readings and exercises designed to prepare you for BA level work. By the end of the Pre-Induction course our aim is for students to have an idea of the educational philosophy of MetFilm School, and an understanding of the level of reading and creative thinking involved in the BA Screen Acting course. We hope to encourage students to contribute to the forum where they can share and comment on work, the work of others and discuss current creative and industry issues.

Induction Week:

During the first week of the programme, students will go through a formal orientation to MetFilm School in London or Berlin. They will have an induction to school resources, the programme team and supporting departments (including Student Services, Quality, Kit Room).

Student Representation:

There will be scheduled Student Representative Meetings at regular intervals throughout the course. The purpose of these meetings is to share information about the programme, garner student feedback on specific aspects of the course, and address any issues or concerns. The Course will be able to elect members of their cohort to sit on BA (Hons) Screen Acting Student Voice Committee as well as the regular Student Representative meetings. 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 elected students across MetFilm campuses. 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.

Learning and Library Support:

MetFilm School's recently opened Learning Space offers a range of support for academic work. These include books and other written materials plus information on online resources.

Production Support:

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

Learning Resources & Support at University of West London:

London-based students will have access to the UWL Student Union and reference-only access to the UWL Paul Hamlin Library.

Learning Resources and Support at Museum for Film and Television Berlin:

Berlin -based students have access to the library at the Museum for Film and Television, Deutsche Kinemathek which keeps Reference Books and Monographs, Festival catalogues, Cinema listings, DVDs Periodicals, Press Archive

Career Support:

Career preparation and employability skills are integrated throughout the course in the Professional Profile and Final Project and Career Plan modules. In addition, MetFilm Futures is a dedicated career support team that helps students and graduates navigate their path into industry in the following ways:

o informing students and alumni about permanent and freelance job opportunities, internships and placements
o curating opportunities across industry
o organising masterclasses and career workshops with professional industry guest speakers
o advising on film and video strategy
o festival logistics and entry requirements
o developing career skills such as networking, pitching and social media profiles
o bookable 1-2-1 career tutorials

13. Assessment Matrix: *a list of all the assessments on the course, along with how much they count for and where they come in the year.*

Assessment type
Written Examination: a seen or unseen examination
Oral Examination: a face-to-face discussion with a panel of examiners
Written Assignment: e.g. 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
Oral Assignment: individual or group presentation, discussion, defence, pitch, performance, teaching
Portfolio: a series of short written, creative, linguistic or mathematical tasks collected as part of one assignment
Artefact: visual, audio, software, composition, design, culinary, artistic
Practical: experiment, clinical, educational or hospitality practice-based assignment

Module Title and Code	Core /Optional (write C or O)	Credit	Assessment Type (choose from the dropdown list)	Weighting (%)	Overall module/ element pass mark	Submission: Week Number (indicative)
Level 4:						
Screen Acting Foundations	C	20	*Artefact*	100%	40%	Trimester 1, from week 12
Authentic Voice and Movement	C	20	*Artefact*	100%	40%	Trimester 1, from week 12
Filmmaking Foundations	C	20	*Portfolio*	100%	40%	Trimester 1, from week 12
Acting Practitioners	C	20	*Oral assignment*	100%	40%	Trimester 2, from week 12
Psychological Voice and Movement	C	20	*Artefact*	100%	40%	Trimester 2, from week 12
Short Form Production	C	20	*Artefact*	100%	40%	Trimester 2, from week 12

Module Title and Code	Core /Optional (write C or O)	Credit	Assessment Type (choose from the dropdown list)	Weighting (%)	Overall module/ element pass mark	Submission: Week Number (indicative)
Level 5:						
Text, Context and Character	C	20	*Artefact*	100%	40%	Trimester 3, from week 12
Transformative Voice and Movement	C	20	*Oral assignment*	100%	40%	Trimester 3, from week 12
Filmmaking Intensive	C	20	*Portfolio*	100%	40%	Trimester 3, from week 12
Casting	C	20	*Artefact*	100%	40%	Trimester 4, from week 12
Web Series Production	C	40	*Oral assignment*	100%	40%	Trimester 4, from week 12
Level 6:						
Advanced Acting	C	20	*Artefact*	100%	40%	Trimester 5, from week 12
Industry Portfolio	C	20	*Portfolio*	100%	40%	Trimester 5, from week 12

Module Title and Code	Core /Optional (write C or O)	Credit	Assessment Type (choose from the dropdown list)	Weighting (%)	Overall module/ element pass mark	Submission: Week Number (indicative)
Performance Capture and Screen Combat	C	20	*Portfolio*	100%	40%	Trimester 5, from week 12
Graduation Project	C	40	*Artefact*	100%	40%	Trimester 6, from week 12
Show Reel	C	20	*Artefact*	100%	40%	Trimester 6, from week 12

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]*

Along with the Module Specifications, the Course Specification forms the definitive description of any qualification awarded by the University. The Academic Quality and Standards Office (AQSO) is responsible for maintaining up to date records of all definitive documents (course and module specifications). **Any** amendments made to the Course Specification must be submitted to the AQSO via the formal Amendments process outlined in Section 4 of the Academic Quality and Standards Handbook: Course Amendments.

Refer to Section 2 of the Academic Quality and Standards Handbook: Qualifications and Curriculum Framework and Section 5: Assessment and Feedback when completing this document.

Also refer to CA3i Course Specification Guidance for further information when completing this document.