

Programme Specification: BA Screen Performance

SECTION A: CORE INFORMATION

1. Name of programme: Screen Performance

2. Award title: BA

3. Programme linkage: Is this part of group of linked programmes between which students can transfer at agreed points?

No

4. Is the programme a top-up only?

No

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

No

6. Level of award Level 6 / BA

7.

8. Awarding body: University of Sunderland

9. Which School is it in? School of Media and Communications

10. Programme Studies Board? Media Production & Performance

11. Programme Leader: Luke Scott

12. How and where can I study the programme?

At Sunderland:	
Full-time on campus	✓
Part-time on campus	✓
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

13. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	3	9
Part-time	6	9

SECTION B – FURTHER CORE INFORMATION

26. Learning and teaching strategy.

The programme will seek to explore the theoretical and contextual aspects of the subject area through formal academic assessment strategies alongside a range of practical performance/production methods. The programme will utilise a number of different assessment tasks, appreciating and celebrating the diversity of the student cohorts. The programme will embrace the difference genres of screen performance: drama, comedy, soap opera and factual reportage, and encourage students to seek their own specialisms as they progress through the programme of study, to follow their interests and their long-term career orientation. However, while this programme will be intentionally focussed on screen performance, there will be opportunities for students to engage with modules from other programmes within the Faculty to enhance the learning journey and overall student experience.

The emphasis on performance/practical work will encourage students to become autonomous learners utilising theoretical and research skills to enable them to; construct/develop successful characterisations, time-manage/structure rehearsal work, whilst developing the student's ability to reflect critically on their work, as well as to regard formative and summative feedback as a vital aspect of their learning and development as performers. For example, to refine work in progress through the application regular formative feedback during taught sessions and summative feedback after their final performances. Students will share work in progress via the VLE, where they can also engage with Library Services and develop and enhance their digital skills.

Screen performance students will be encouraged to work with different student cohorts from performing arts and digital production programmes to develop shared independent projects and have access to the Sunlight casting website, where they will learn and practice industry standards and conventions.

As the student's theoretical breadth and context grasp of screen performance develops throughout the course, the practical elements of the programme will reflect these developments in terms of performance opportunity and the ability to choose specialisms from a wide range of optional modules.

The development of this cross faculty, innovative and distinctive programme, intends to respond to industry requirements and student demand for provision within this subject area. The programme offers a wide range of assessments styles and methods throughout the course of study and has been designed to include a number of employability initiatives and links to industry, which are embedded throughout the programme.

27. Retention strategy.

Working towards common goals, such as performance deadlines, developing creative work, across different performance platforms, will ideally foster a sense of inclusiveness, community and belonging in the student cohort. Working alongside other programmes of study will also encourage students to value their skills and specialisms in wider contexts, building confidence and nurture a fully extended holistic overview of their skills and knowledge. As the student progresses through the programme, the student has greater creative and collaborative ownership on the format/genre/text therefore following a personal and professional interest in the curriculum, creating one that is valued and engaging.

Students will be assigned a personal tutor, who will typically, work with the student throughout their programme to develop a bond and familiarity. Personal tutors will encourage students to update their skills, achievements and experiences on the internal *Sunlight* casting website. The sharing of work in progress via the Virtual Learning Environment (VLE) will be central to the retention of the course. Working alongside the Sunlight Casting website, students will be encouraged to share examples of their work and update their performance CV, as they would in the professional entertainment industry. Using these tools in-and-out of structured classes, will further assist students to view their programme skills and knowledge alongside industry conventions, following a model of practice used by industry leaders: *Spotlight*, firmly embedding employability and Personal Development Planning (PDP) within the programme throughout all stages of study. Students will benefit from taught sessions, which are directly related to industry expectations and conventions and it is anticipated that students will engage with the commercial briefs undertaken/or equivalent, thus students should be able to relate their university work to that of their chosen profession/industry making the programme clear and relevant.

Many modules are designed to allow students the opportunity to review creative outputs in the early stages of modules (voice recordings, headshots, script work and short films), to facilitate inclusive directed and self-managed learning and for early opportunities for staff to support student endeavour with pertinent and accessible formative feedback. It is anticipated that this strategy will help develop a more intimate bond between students and staff, and maximise their potential for academic success.

28. Any other information.

The programme will embrace the different genres of screen performance e.g., drama, comedy, soap opera and factual reportage etc., and encourage students to seek their own specialisms as they progress through the programme of study, to follow their interests and their long-term career orientation. However, while this programme will be intentionally focussed on screen performance, there will be opportunities for students to engage with modules from other Performing Arts/Media programmes at UoS as optional/elective choices to enhance the learning journey and overall student experience.

Inclusive Programme Design - The Faculty has a long and successful history of inclusive teaching approaches and programme design. The Faculty delivers a very broad portfolio of programmes, all of which adhere to the University's policy on Inclusive Programme Design (AQH-B10) and programme teams work very closely with students and the University's Student Support services to ensure that all reasonable adjustments are made. The programme team are also involved in the delivery of similar programmes (Dance, Drama, Music and Performing Arts) and are experienced in planning inclusive teaching styles, assessment, accessibility and participation in the Faculty's provision, and the team and wider Faculty have carefully considered this when designing and validating the BA Screen Performance award.

SECTION C - TEACHING AND LEARNING

29. What is the programme about?

BA (Hons) Screen Performance will provide contextual, theoretical and practical approaches to screen acting and screen performance. The new programme will be distinct from traditional drama awards in that it will specifically provide practical experience and expertise in the highly specialist area of screen performance and also other related media, such as, acting for television, multi-camera performance/directing, voice acting and radio presentation.

30. LEARNING OUTCOMES FOR THE PROGRAMME

Includes mapping to QAA Subject Benchmark Statements: Dance, Drama & Performance 2015.

Students successfully completing STAGE 1 of the BA (Hons) Screen Performance Programme will have:

Skills

Students will have demonstrated ability to;

1. Apply a range of selected performance strategies and skills in response to set briefs in individual and collaborative practice both within the context of a single subject and through consideration of multi and inter-disciplinary responses to stimuli.
2. Describe, investigate, interpret and evaluate selected screen and dramatic practices, including performance and subject specific texts, recorded material and live events, and recognise the importance of this in relation to their own artistic practice.
3. Utilise self-directed research skills in practical and written work and employ a range of identified performance languages, working methods and processes.
4. Generate a range of responses to express ideas through writing or presentation of performance- related work.

Knowledge

Students will have demonstrated;

1. A broad knowledge base relating to screen practitioner/performer/audience relationships and the different cultural and social contexts for creating screen related-work.
2. A contextual and historical perspective of key areas of screen performance and the work of selected practitioners and apply these ideas to practical work.
3. Explore the relationship between theory and practice, and of the interdisciplinary elements of screen performance.

STAGE 2

Students successfully completing STAGE 2 of the BA (Hons) Screen Performance programme will have:

Skills

Students will have demonstrated ability to;

1. Apply specialist technical, creative and conceptual skills within individual and collaborative practice in subject specific and inter or multi disciplinary work.
2. Analyse, interpret and evaluate a range of material including subject specific and performance texts, recorded and live events, and reflect on how best to apply this ability in their own artistic practice.
3. Employ research methods and artistic experimentation and use appropriate judgement in the creative processes and working methods employed.
4. Critically formulate and express ideas through writing and presentation of creative practice/performance.

Knowledge

Students will have demonstrated;

1. A wide-ranging knowledge of the cultural and social contexts that apply to the practitioner/performer/audience relationships when creating and performing work.
2. A wide ranging contextual and historical perspective on key screen practitioners and artistic/cultural movements within and across subject areas.
3. An understanding of the connections between theory and practice and commonalities between subject areas as a basis for inter and multi disciplinary work.

STAGE 3

Graduates of the three-year BA (Hons) Screen Performance Programme will have:

Skills

Students will have demonstrated an ability to;

1. Use a range of highly specialised techniques to; generate ideas, respond to creative briefs and to employ performance appropriate strategies and screen related skills both individually and collaboratively.

2. Consolidate artistic knowledge, interrogate screen and dramatic practices and respond creatively to these practices in their own work.
3. Create a range of original work using appropriate vocabularies and techniques and critically review the working structures, processes and methods of both their own work and the work of others.
4. Critically explore and evaluate current concepts, practices and theories, and make connections between, and judgements about these in relation to screen performance.

Knowledge

Students will have demonstrated;

1. A critical understanding of the cultural and social contexts for screen performance when creating and disseminating work in vocational settings.
2. A coherent body of knowledge relating to the contextual and historical perspectives on practice, specialist knowledge of relevant practitioners and artistic/critical movements, and a critical understanding of the significance of these for their own practice.

Generic Graduate Skills

The development of generic graduate skills is integral to the learning and teaching approaches adopted across performance and addressed in the subject content and activities across the programme's core and optional modules and within associated assignments and their assessment criteria.

Stage 1 students will have

- Demonstrated key skills in communication, application of number, information technology, working with others, improving own learning and problem solving.

Stage 2 students will have

- Demonstrated transferable skills appropriate to their pathway in self direction, critical awareness, interpersonal awareness, communication and presentation.

Stage 3 students will have:

- demonstrated transferable skills in self management, critical reasoning, interpersonal awareness, communication and presentation

Learning Outcomes – Ordinary degree

If you are awarded an Ordinary degree you will have achieved the majority of the learning outcomes for the programme studied. However you will have gained fewer credits at Stage 3 than students awarded an Honours degree, your knowledge will typically be less broad and you will typically be less proficient in higher-level skills such as independent learning.

31. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (i.e. compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1

Programme Content:

The BA (Hons) Screen Performance will place emphasis on:

- Theoretical underpinning of practical inquiry, reflection upon practice and critique of practice.
- Developing research based, led, orientated and informed teaching and learning strategies
- Encouraging students to develop a sense of themselves as independent and autonomous learners.
- Providing students with opportunities to develop specialist knowledge in several areas of screen and related modes of practice, e.g., Voice Acting, Media Production, Live Television production/performance and Screen Writing.
- Encouraging students to view their academic learning with an industry focus and to embrace the extra curricula opportunities offered by the University and related programmes of study.
- Providing teaching and assessment by experienced staff who are research active in, or professionally engaged with, a number of areas that directly inform the curriculum.
- Embracing work-based-opportunities and making links industry and networks

Stage 1

Stage 1 will be an underpinning year, providing all students with the basic knowledge, skills and experiences to progress their studies. The programme engages with the contextual and historical issues, the critical understanding of the textual analysis of screen performance, as well as the practical performance/production skills and techniques associated with the craft. The modules favour a workshop-based approach to learning and teaching with lecture inputs informing inquiry and seminars providing opportunities for critical discussion and reflection upon student work. Students will be given the opportunity to apply their skills and knowledge following current industry processes and conventions encouraging students to view their academic skills from an entertainment industry perspective and vice-versa.

Stage 1 consists of 120 credits core to provide the necessary foundational understanding to allow students to progress their studies and have an overarching knowledge of screen performance both in front of and behind the camera.

The programme requires students to complete core modules at each stage, which serves as a foundation for the next. Every progressing stage encourages the learner to develop a greater creative and collaborative ownership of the practical performance work – playing to the students' personal/professional interests, developing a range of experiences and choices that in conjunction with a growing contextual awareness and critical vocabulary, promoting more effective independent study, research and rehearsal.

Practical, theoretical and academic rigor will be explored through a diverse range of written and practical assessments building confidence through a range of performance and academic experiences. The broad range of study is intended provide a solid grounding for future stages, but also to provide an opportunity for students to follow a performance/production pathway that reflects their personal interests and/or their long-term career goals and aspirations. Students will be equipped with a holistic overview of screen performance, both in front of and behind the camera, as well as the related areas of performance, for example, television radio and voice acting, animation and media production across various platforms.

Stage 2

Stage 2 of the Screen Performance programme will consist of 4 x 20-credit core modules that will deepen the contextual, critical and technical awareness of screen performance and foster students with greater creative, directorial and collaborative input.

Once equipped with the knowledge, skills and understanding of stage 1 and the core skills at stage 2, students are now offered the opportunity to select specialist or augmented modules that reflect their performance specialism/s and/or long-term career choices. Students will be encouraged to reflect on their practical and theoretical skill sets and how these skills can be transferred across to other specialist areas.

The following pathways are supported by stage 1 core modules:

- Theory
- Screen / Drama Performance
- Scriptwriting
- Media Production
- Radio Production

Alongside their core subject modules there are five key pathways that students can specialise in or choose variants of to suit their personal choice. On completion of stage 1, there are a significant number of modules that students are eligible to access from Film & Media, Media Production, Performing Arts and Digital Film Production.

A diagram showing the pathways is attached to the back of the programme specification.

Stage 3

Stage 3 will consist of two core modules; The Final Act (60 credits) and Acting Now (20 credits). On successful completion of stage 3, students are expected to demonstrate considerable knowledge of screen performance and have developing research, writing, production, collaborative and creative skills. At stage 3, students are given the opportunity to apply these skills in creative work and to develop further specialist knowledge and practice. Stage 3 focuses student energies on developing their own creative identity and interrogating their own approach to screen performance and production, and on gaining the experience of working at a professional standard in readiness for employment. Modular content and emphasis will be placed on employability, for example, the modules *Acting Now* and *Final Act* – the assessment artifacts will provide tools for industry immediately after completion of stage 3.

32. How will I be taught? *Modes of teaching and learning aligned with KIS – choose one or more*

Scheduled teaching activities	✓
Independent study	✓
Placement	

The teaching and learning strategies are explicitly linked to the learning outcomes of the programme. They seek to facilitate an understanding of a range of selected topics in screen performance and the relationship of these topics to historical, artistic and social contexts. Each stage serves as a foundation for the next, each progressing stage encouraging the learner to develop a greater creative and collaborative ownership of the practical performance work in conjunction with a growing contextual awareness and vocabulary, promoting more effective independent study and research.

The programme seeks to cultivate collaboration between students and staff to ensure that successful learning takes place in a diverse and vibrant learning community. It is designed to enable students to acquire and improve their skills, understanding and of knowledge of screen performance and develop skills and attributes that will enhance academic achievement, improve their success in the world of work and underpin students future career development.

- The programme uses a variety of teaching and learning approaches to facilitate your learning, which normally will include:
- critical engagement with key theories and approaches to Screen Performance
- the use of self- directed and independent study to develop your research skills and your understanding of the historical and theoretical underpinning the discipline, enabling you to become an autonomous learner.
- the use of collaborative group work to develop team building, problem solving and negotiation skills and simulate real world experiences
- field trips and visits, to facilitate contextual knowledge and understanding and provide opportunities for networking and cementing relationships with potential employment partners; guest speakers will be invited in during your course and are a key aspect of your preparation for employment
- individual, collaborative and team working in both face-to-face and virtual learning environments to reflect the on-campus and distributed nature of learning experiences provided by the Faculty, for example, the VLE, supports your studies and promotes reflection and communication
- clear communication to you of intended learning outcomes and the criteria to be used in assessment encourage you to take ownership of your own learning and professional development; the potential of formative assessment will be fully exploited, with opportunities to engage in self and peer-assessment and evaluation of your own learning
- the embedding personal development throughout the programme; work based learning activities develop skills for future employment and continuing professional development, incorporating target setting, CV writing, skills auditing, career research and networking; this will support you in recording and reflecting on your developing skills, knowledge and understanding and their relevance to the employment market, and
- the enhancement of learner autonomy is further promoted by encouraging you to take advantage of relevant facilities within the University and beyond; for example study skills sessions offered by Student and Learning Services and business and career support and advice from the Sunderland Futures.

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

33. How will I be assessed and given feedback? *Modes of assessment aligned with KIS: choose one or more.*

Written examinations	
Coursework	✓
Practical assessments	✓

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	YES	
This programme uses the Subject Specific Assessment Criteria		NO

The University regulations can be found [here](#).

Assessments are designed to create opportunities for the development of a broad range of graduate skills (e.g. team work, communication, planning and organisation, problem solving, critical reasoning etc.). They are related to the learning outcomes for a module and the assessment criteria and students receive feedback in relation to these reference points. Assessment criteria encourage and reward critical and analytical thought, background study/research, clarity of performance, communication and presentation skills both written and oral.

Knowledge is assessed via essays, research exercises, presentations, and through the application of knowledge in the execution of roles in given projects. Understanding and other intellectual abilities are also assessed in the application of knowledge to a particular problem or task throughout the student's work.

Practical work is assessed for creativity of response to the underlying concepts and precedents that have informed it. Where collaborative work is assessed and group marks occur, these are balanced by an individual mark for practical/performance skill or critical evaluation of practice.

Group assessments take place across the whole faculty and tutors require students to work closely together on practical projects, but need to find a way to award individual marks to ensure fairness.

There is extensive knowledge across the faculty and in discussion with the faculty executive it is clear that practice should be shared and some broad parameters agreed on the percentage of individual and percentage marks at each stage.

The intention is to ensure that the proportion of assessment, marked collectively as group work does not exceed, at:

- Stage 1 – 60%
- Stage 2 – 40%
- Stage 3 – 20/30%

Fairness in marking will be achieved during moderation to ensure that individual contribution to group work is fully considered and graded accordingly. Where appropriate, the importance of individual contribution to group-work will be made explicit in the assessment instructions and assessment feedback.

The main assessment methods employed are a combination of:

- Performances/Production Work: to assess students' ability to generate ideas in response to a set or negotiated brief and to select and demonstrate appropriate performance/production strategies and skills in individual and/or collaborative practice
- Oral Presentations: to test students' ability to synthesise knowledge, to articulate a personal critical perspective on a given topic and to field questions in a live environment
- Written assignments/Essays: to test students ability through research and writing to critically evaluate practices, theories, ideas and issues in contextual screen performance and to make connections between/judgements about these practices, theories, ideas and issues
- Negotiated Projects: to test students' ability to demonstrate higher level skills in research, develop projects autonomously and demonstrate specialist knowledge of selected practitioners, artistic/critical movements and/or approaches to practice

34. [Teaching, learning and assessment matrix](#)

Matrix of modes of teaching, learning and assessment

One of the key strengths of the School of Media & Communications is the wealth of elective modules available to students across a number of different subject areas and programmes. While many of these optional choices are regulated but pre-requisite conditions, the Screen Performance programme has selected modules that are a fundamental across many programme, for example Media Production Skills (MED110) or have sought approval from tutors that learning outcomes for new modules intrinsic to the Screen Performance programme are equivalent to the existing pre-requisites, e.g., SCP104 Studying Screen Performance, as a fundamental theoretical module. It is anticipated that once the Screen Performance programme has been approved these modules will be added as pre-requisite modules/equivalent.

Stage 1

Module	Code	Core	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO K1	LO K2	LO K3
From Script to Screen	CODE SCP101	Core	Lectures, private study, screenings, Workshops	Script (50%)	T&A						
				Presentation & Film (50%)	T&A						
Techniques for Screen Performance	CODE SCP102	Core	Lectures, private study, group work, workshops	Short Film (70%)	T&A						
				Essay (30%)	T&A	D	T&A	T&A	T&A	T&A	D
Voice Acting	CODE SCP103	Core	Lectures, private study, seminars, Workshops	Voice Acting Portfolio (70%)	T&A	T&A	T&A	T&A	T&A	T&A	-
				Critical Evaluation (30%)	-	T&A	T&A	T&A	T&A	D	T&A
Media Production Skills	CODE MED 110	Core	Lecturers, Demonstrations, workshops, Self Directed Study	Video Package (70%)	T&A	D	-	T&A	D	T&A	-
				Presentation (30%)	T&A	T&A	T&A	T&A	T&A	T&A	-
Live to Air	CODE SCP105	Core	Lecturers, Demonstrations, workshops, Self Directed Study	Live TV show (70%)	T&A	-	T&A	T&A	T&A	T&A	T&A
				Critical evaluation (30%)	T&A						
Studying Stage Performance	CODE SCP104	Core	Lectures, private study, seminars	Essay (50%)	T&A						
				Presentation (50%)	T&A						

Stage 2

Module	Code	Core	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO K1	LO K2	LO K3
Methods & Meaning of Performance	CODE SCP201	Core	Lectures, private study, screenings, Workshops	Presentation (30%)	-	D	T&A	T&A	T&A	T&A	T&A
				Essay (70%)	-	-	T&A	T&A	T&A	T&A	T&A
Life, Love & Laughter: the multi-camera performance	CODE SCP202	Core	Lectures, private study, group work, workshops	Production File (40%)	T&A	T&A	T&A	-	T&A	T&A	T&A
				Production Role Evaluation (40%)	D	T&A	T&A	-	T&A	T&A	T&A
				Critical Evaluation (20%)	D	T&A	T&A	T&A	T&A	T&A	T&A
Methods and Practice of Performance	CODE SCP203	Core	Lectures, private study, seminars, Workshops	Screen Performance (50%)	T&A	T&A	D	D	T&A	T&A	T&A
				DVD Commentary (30%)	D	T&A	T&A	T&A	T&A	T&A	T&A
				Critical Evaluation (20%)	D	T&A	T&A	T&A	T&A	T&A	T&A
Guerrilla Filmmaking	CODE SCP204	Core	Lectures, private study, seminars, Workshops	Group Production (70%)	T&A	T&A	-	-	T&A	T&A	T&A
				Critical Evaluation (30%)	T&A						

Module	Code	Optional	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO K1	LO K2	LO K3
Think, Point Share	MED222	Optional	Lectures, private study, screenings, Workshops	Individual Portfolio (70%)	T&A	T&A	D	T&A	D	T&A	T&A
				Presentation (30%)	-	T&A	T&A	T&A	T&A	T&A	T&A
Moving Camera	MAC249	Optional	Lectures, private study, group work, workshops	Individual Portfolio (80%)	T&A	T&A	T&A	-	T&A	T&A	T&A
				Critical Evaluation (20%)	D	T&A	D	-	T&A	D	T&A
Scriptwriting	MAC274	Optional	Lectures, private study, seminars, Workshops	Script (70%)	T&A	T&A	D	D	T&A	T&A	T&A
				Evaluation (30%)	D	T&A	T&A	T&A	T&A	T&A	D
Radio Production	MAC209	Optional	Lectures, private study, seminars, Workshops	Radio Production (70%)	T&A	T&A	D	T&A	T&A	T&A	T&A
				Critical Evaluation (30%)	T&A						
Experimental Digital Film Practice	MAC253	Optional	Lectures, private study, seminars,	Film Production (70%)	T&A	T&A	D	T&A	T&A	T&A	T&A

			Workshops	Report & Evaluation (30%)	-	T&A	T&A	T&A	T&A	T&A	T&A
Musical Theatre	PAS218	Optional	Lectures, private study, seminars, Workshops	Essay (30%)	T&A						
				Performance (70%)	T&A	T&A	T&A	D	T&A	T&A	T&A
Animated Film	MAC285	Optional	Lectures, private study, seminars, Workshops	Group Presentation (30%)	-	T&A	T&A	T&A	T&A	T&A	T&A
				Essay (70%)	-	T&A	T&A	T&A	T&A	T&A	T&A

Stage 3

Module	Code	Core	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO K1	LO K2
Acting Now	CODE SCP301	Core	Lectures, private study, screenings, Workshops	Showreel (50%)	T&A	T&A	T&A	T&A	T&A	T&A
				Pitch (10%)	T&A	T&A	T&A	T&A	T&A	T&A
				Actor's Portfolio (40%)	T&A	T&A	T&A	T&A	T&A	T&A
Final Act	CODE SCP303	Core	Lectures, private study, group work, workshops	Industry Pitch (10%)	T&A	T&A	T&A	T&A	T&A	T&A
				Pre-Production Portfolio and individual commentary (40%)	T&A	T&A	T&A	T&A	T&A	T&A
				Final Project (50%)	T&A	T&A	-	-	T&A	T&A

Module	Code	Optional	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO K1	LO K2
TV Format Factory	MED339	Optional	Lectures, private study, screenings, Workshops	Individual Portfolio (70%)	T&A	T&A	D	T&A	D	T&A
				Presentation (30%)	-	T&A	T&A	T&A	T&A	T&A
Moving Camera II	MAC330	Optional	Lectures, private study, group work, workshops	Individual Portfolio (80%)	T&A	T&A	T&A	-	T&A	T&A
				Critical Evaluation (20%)	D	T&A	D	-	T&A	D
Scriptwriting for TV & Film II	MAC382	Optional	Lectures, private study, seminars, Workshops	Script (70%)	T&A	T&A	D	D	T&A	T&A
				Evaluation (30%)	D	T&A	T&A	T&A	T&A	T&A
Radio Drama	MAC358	Optional	Lectures, private study, seminars, Workshops	Radio Production (70%)	T&A	T&A	D	T&A	T&A	T&A
				Critical Evaluation (30%)	T&A	T&A	T&A	T&A	T&A	T&A
Sci-Fi & Fantasy TV	MAC387	Optional	Lectures, private study, screenings, seminars	Essay (50%)	T&A	T&A	D	T&A	T&A	T&A
				Case Study & Script (50%)	-	T&A	T&A	T&A	T&A	T&A
Musical Theatre	PAS318	Optional	Lectures, private study, seminars, Workshops	Essay (40%)	T&A	T&A	T&A	T&A	T&A	T&A
				Performance (60%)	T&A	T&A	T&A	D	T&A	T&A
Film Stars & Stardom	SCP302	Optional	Lectures, private study, seminars, Workshops	Research Plan (20%)	T&A	T&A	T&A	T&A	T&A	T&A
				Essay (80%)	T&A	T&A	T&A	T&A	T&A	T&A
TV Drama	DRA317	Optional	Lectures, private study, screenings, Workshops	Execution of role/responsibility in preparation, video collaboration and performance	T&A	T&A	T&A	T&A	T&A	T&A
				Critical Evaluation & DVD portfolio	T&A	T&A	T&A	T&A	T&A	T&A

35. How does research influence the programme?

Some of modular content of the programme will be based on the University's excellent research achievements, for example, *The Star Studies* by BFI/Palgrave Macmillan. These research themes and outputs will be utilised as a main strand theoretical basis for the programme. Staff members are committed to maintaining their individual research output and continuing to develop the reputation of the School in a national and international context through publication, outreach and performance work.

The screen performance programme team is aiming towards developing an innovative cross-discipline research group. One of the strengths of the degree is that it encourages cross-fertilisation of ideas and provides the means for a wealth of partnership opportunities in terms of creating meaningful impacts, visualisations and artefacts. Screen performance and its related media can align itself to many research projects due to its ability to create narrative storylines. Staff are currently working a number of projects, for instance, Equine Therapy – film used to treat ex-soldiers battling with PTSD and also, creating training/learning resources, based on empirical data, for the young autistic people and their carers.

There is also huge potential in developing practice-based research through the programme and the Media Production and Performance team are currently developing these ideas across a number of faculties. One of the key research priorities of the Media Production programmes is to collaborate on research funding bids that require definite or specific outputs or evidence of impact. Ideally this would lead to funding streams normally not accessible to either team individually.

SECTION D EMPLOYABILITY

36. How will the programme prepare me for employment?

The programme gives you the opportunity to develop skills which you can use in the future. Some skills are more specific than others to the subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. The skills which this programme is designed to develop are listed below.

Employability and work-based-learning are central to the distinct offer of the programme BA (Hons) Screen Performance. The programme of study will provide a wealth of opportunities for students to develop key industry skills alongside practitioners and leading researchers in areas which have been identified as 'skill gaps' by industry practitioners, for instance, multi-camera acting and directing, story-lining, project management, acting for green screen and acting/presenting for live broadcast.

Throughout the programme of study The *Sunlight* casting website, is a means by which students can use the skills and creative outputs, such as, voice recordings, films, images etc., and experience and document and share their achievements during their course of study. Students will update their CVs, add performance images and footage and learn how to present and promote themselves digitally.

Currently, we have excellent links with national employers like the *BBC* and *ITV*, and strong links with regional productions like *Vera*, *Wolfblood* and the *Dumping Ground*. A number of students are having success in the radio field with graduates securing work with *Heart*, *Capital*, *Metro*, *BBC Radio 1*, *Viking FM* and some voice over work and it is anticipated that these links in TV and radio will be developed further in the future. There is also an opportunity to develop an in-house production company to take on commissions and liaise directly with companies in the industry.

Throughout their studies students will have opportunity to develop work that can showcase their work through outputs such as; showreels, podcasts, casting databases and a personal website. It is anticipated that these recordings of student work will then be showcased on the across a number of different media; real-time digital multi-camera broadcasts, Screen Performance's YouTube channel, *Sunderland Shorts film festival*, *Spark FM* and throughout the internal communications network at UoS, as well as showreels that allow students to exhibit their work to employers.

There are also opportunities for on-campus students outside your programme of study.

There are a number of opportunities to gain valuable experience working on the University's award winning *Spark FM* in a number of capacities, for example, presenting, producing, writing and compliance. In addition, *Spark* has a *YouTube* channel where students can upload their work and features. The *Media Hub* on the St Peter's campus also provides students the opportunity to engage with other students from other disciplines and offers an exciting opportunity to allow students to showcase their transferable skills, providing students with an opportunity to showcase their talents and output as a mechanism for recognising academic achievement and rewarding engagement in modular and extracurricular activities is a keystone of the Media offer. This is embodied in *Spark* and our *Media Hub* websites. We aim to recognise student success internally and position them for external accolades. Awards from outside serve to reinforce the value of students' learning in a competitive jobs market. *Spark* has enjoyed significant success both nationally and internationally in terms of awards: RTS awards, Webby, SRA, Charles Parker Silver and Bronze (Best Student Radio Feature), Gold New York Radio award (Best Student Drama).

For information about other opportunities available to our students who study on campus, click [here](#).

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

37. Particular features of the qualification (optional)

38. Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

PSRB accreditation is not relevant to this programme	✓
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

Use [Programme Regulations Form](#), for questions 39 and 40

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Entry from a University of Sunderland Foundation Year (*give details or delete*)

Can students enter with advanced standing?	N
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If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	

If yes, with what qualifications? (*Maximum 100 words*)

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

42. What kind of support and help will there be?

Following application, students have access to a range of information on: *Getting Started* a pre-entry VLE resource. During the first week, students are provided with access to an online programme handbook, which contains induction information, health and safety policies, information on how to access the full University services, and detailed timetables of the induction activities and of the course to follow. The induction process itself, introduces students to the University, staff, fellow students, key terminology and approaches to studying in Higher Education. It also supplies information on how and where to get support or advice, and provides a series of sessions on undergraduate teaching, learning and assessment practices. During the induction period students also participate in sessions designed to prepare them for undergraduate study. They participate in seminars and workshops and also may complete practical or written work, which is subject to formative assessment. In addition to providing an academic grounding, these initiatives aid student-student relationships and establish the importance of teamwork within the programme. At the end of the induction period, all students are asked to complete an induction evaluation questionnaire to comment on the effectiveness of the induction programme.

All students in FACI are assigned a personal tutor during the stage1 induction period and all students meet their tutor within the first 2 weeks. Following this students are offered 3 further tutorials a year to review their progress and set targets for development. Personal development tutorials are in many cases embedded into core modules and in other cases are planned separately to take place across the year. Students are given options on times to attend tutorials

with their tutors and sign up for suitable times. Some tutors use the Progress Files system developed in the Faculty and some tutors work with the online materials. Owing to the nature of studio/workshop-based practice in the School, students have regular access to a range of tutors outside of the formal system.

The personal tutor helps students navigate their way through the modular credit scheme and also, if appropriate, refers students to other support systems within the University. During the course of the year, pastoral and welfare support is provided in the first instance by the personal tutor but owing to the nature of studio/workshop based practice in the

Students receive guidance from the Careers and Employability Service and are encouraged to make individual appointments to discuss their career aspirations. Careers advice/information is also regularly posted via email and provided by tutors upon request. In addition, careers sessions with guest speakers are usually run on several occasions throughout the year within the Media Production & Performing Arts areas.

Student representatives are elected to attend both the module and programme boards and are provided with training through the Students Union. Representatives receive minutes and papers in advance, attend Staff Student Liaison Committee (SSLC) meetings and feed back information to their fellow students. The students are present for discussions of the module evaluation forms, which are completed at the end of each semester, and individual module leaders invite oral feedback and discussion. Two student representatives were invited to the Consultation Committee meeting in preparation for this programme.

Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available. All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service, which offers advice and support across the full range of personal and academic problems, which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will refer students to these specialist services.

a. *in the university as a whole:*

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

b. *in a partner college:*

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

43. What resources will I have access to?

On campus	✓	In a partner college		By distance learning	
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On campus

Tick all that apply

General Teaching and Learning Space	✓
IT	✓
Library	✓
VLE	✓
Laboratory	
Studio	✓
Performance space	✓
Other specialist	✓
Technical resources	✓

Text for details listed above:

The Screen Performance programme would utilise the following spaces:

- TV Studio
- Spark FM & 5 Radio Studios (inc. Radio Drama Studio)
- Media Hub
- Chromakey Studio
- Priestman Drama Studio
- Priestman Music Studios/Rehearsal Rooms
- Cinema – Full HD projection, Blu-ray - 203 seat cinema
- Broadcast quality TV studio and green room
- Location kit – Full HD for TV, digital for radio
- Edit suites – new Avid and Final Cut Pro
- Equipment store
- Modern and attractive libraries
- Seminar rooms with audio visual technologies and blu-ray systems

The Screen Performance programme will share resources from the St Peter's campus and the City campus. Students have access to all performing arts facilities, following a health and safety induction, and are able to book facilities and equipment during evenings and at times when they are not in use for teaching. These facilities include a drama studio (converted in 2008), a dance studio, rehearsal rooms, music rooms, and video, music and sound editing suites. The Priestman Building also includes IT suites and a staff and student canteen, which is open during teaching hours.

Students will also have access to a fully equipped television studio in the Media Centre. Other technical equipment available for student use includes, recording facilities, light and sound mixing desks, data projectors, televisions and a DVD collection. The creation of the Media Hub has provided a significant learning resource and this facility will become integral to our offer.

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	✓
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Student Success Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Student Success Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

Programmes offered in partner colleges: If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

For distance learning operated from Sunderland: if you are studying by distance learning you will have slightly different arrangements from those used on campus. In particular you are likely to have virtual rather than physical meetings and discussions. However these

arrangements should provide comparable opportunities for you to give feedback. Details are given below.

Describe further features including office hours / open door policies, on-line facilities such as VLE discussion boards, programme questionnaires and anything else.

(Maximum 300 words)

The VLE will be integral to the student experience and be used as a hub for learning materials and information. The VLE will be used to host student blogs for assessment purposes. Performance students also using the VLE as a means of storing and sharing creative work in progress amongst groups – facilitating better communication for different projects. Screen Performances students will have the opportunity to share ongoing work, ideas and finished work to peers, to provide feedback and a sense of community.

A casting website is currently in development which will serve to join together the performing arts and media students and programmes, better facilitating collaborative work in this area.

There are several modules (MED341 & DRA317) where this collaboration has proved very successful working with outside agencies. It is anticipated that after thorough in-house testing the site could be accessed by professional clients.

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	
--	------------	--

The subject benchmark(s) for this programme is: Dance, Drama and Performance
July 2015

Generic Graduate Skills

The development of generic graduate skills is integral to the learning and teaching approaches adopted across performance and addressed in the subject content and activities across the programme's core and optional modules and within associated assignments and their assessment criteria.

Stage 1 students will have

- Demonstrated key skills in communication, application of number, information technology, working with others, improving own learning and problem solving.

Stage 2 students will have

- Demonstrated transferable skills appropriate to their pathway in self-direction, critical awareness, interpersonal awareness, communication and presentation.

Stage 3 students will have:

- demonstrated transferable skills in self management, critical reasoning, interpersonal awareness, communication and presentation

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

Please also complete the [SITS form](#).

PART B - PROGRAMME REGULATION/S

Name of programme: Screen Performance

Title of final award: BA with Honours

Interim awards¹: Certificate in Screen Performance; Diploma in Screen Performance; Ordinary degree in Screen Performance; BA Honours in Screen Performance.

There are no programme-specific regulations for BA Screen Performance

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1		2018
Stage 2		2019
Stage 3		2020

Stage 1

Core modules:

Code	Title	Credits
SCP101	From Script to Screen	20
SCP102	Techniques for Screen Performance	20
SCP103	Voice Acting	20
MED110	Media Production Skills	20
SCP105	Live to Air	20
SCP104	Studying Stage Performance	20

Progression Regulations

There are no programme-specific progression regulations²

Stage 2

Core modules

Code	Title	Credits
SCP201	Methods & Meaning of Performance	20
SCP202	Life, Love & Laughter: the multi-camera performance	20
SCP203	Methods and Practice of Performance	20
SCP204	Guerilla Filmmaking	20

¹ Same as main award unless agreed otherwise at validation – e.g., to meet PSRB requirements

² This will be the norm – university regulations apply

Optional modules

Choose 2 x 20 credit of modules from the following list:

Code	Title	Credits
MED222	Think, Point Share	20
MAC249	Moving Camera	20
MAC231	Scriptwriting	20
MAC209	Radio Production	20
MAC253	Experimental Digital Film Practice	20
PAS218	Musical Theatre	20
MAC285	Animated Film	20

Progression Regulations

There are no programme-specific progression regulations³

Stage 3

Core modules

Code	Title	Credits
SCP301	Acting Now	20
SCP303	Final Act	60

Optional modules

Choose modules to the value of 20 credits from the following list:

Code	Title	Credits
SCP302	Film Stars & Stardom	20
MAC330	Moving Camera II	20
MAC382	Scriptwriting for TV & Film II	20
DRA317	TV Drama	20
MED339	TV Format Factory	20
MAC358	Radio Drama	20
PAS318	Musical Theatre	20
MAC387	Sci-Fi & Fantasy TV	20

Progression Regulations

There are no programme-specific progression regulations⁴

³ This will be the norm – university regulations apply

⁴ This will be the norm – university regulations apply

**QUICK REFERENCE**

Panel: External Internal
 Programme: New Review Title Change
 Replacement for existing

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Quality Assurance and Enhancement (QAE) Quality Officer supporting the Approval event, or sent to Management Information and Systems Development (MISD) for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	
Exit Award: Title of programme/award	BA (Hons) Screen Performance
<i>If replacement for existing, specify title of old</i>	
Faculty(ies):	FACI
Department:	Media Production & Performance
SITS Programme/Short Course code ¹	
Programme Studies Board ²	Media Production & Performance
UCAS code ³ (if applicable). If other please state method.	
JACS code ⁴	W490
Qualification Level / Qualification Aim	BA (Hons)
Modes of delivery and duration:	(delete yes/no as necessary) Full time yes 3 – 9 years Sandwich no Part time yes 6 – 9 years Work Based Learning yes On-campus yes Off-campus no
CSP Only. Other subject combinations not allowed with this subject:	No
Programme/Subject/Short Course Leader:	Luke Scott
Date of Approval /Modification/Review	16/05/2017
Date of next review (QAE to complete)	
Start date of programme/Short Course	September 2018
Number of intakes per annum and likely month(s) intake(s) starts.	1 per annum, September

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other ⁵	HEFCE
If it is TDA, is it primary/secondary/F.E./Other (please state)	

¹ To be allocated in consultation with MISD team in Planning and Finance

² Programme Studies/Assessment Board that will have management responsibilities for the programme.

³ Please contact Admissions Manager for code

⁴ JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant Faculty Associate Dean (See QAA Website http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf)

⁵ Please confer with Amanda Watson for funding status for programme
 SITS Form_BA Screen Performance FINAL.doc, V9 July 2013

Is the programme Open or Closed ⁶ :	Open
ACCREDITING BODY	No If yes please attach completed form AQH-Ciii2
PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? No If yes, please attach completed form AQH-B3 Appendix 2 or AQH-B8.
COLLABORATIVE: Please complete details	UK no Overseas no
Institution	Collaborative model⁷ Funding arrangements⁸
.....
.....
.....

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
Certificate in Screen Performance	120	SCP101 From Script to Screen SCP102 Techniques for Screen Performance SCP103 Voice Acting MED110 Media Production Skills SCP1015 Live to Air SCP104 Studying Stage Performance
Diploma in Screen Performance	240	SCP101 From Script to Screen SCP102 Techniques for Screen Performance SCP103 Voice Acting MED110 Media Production Skills SCP1015 Live to Air SCP104 Studying Stage Performance SCP201 Methods & Meaning of Performance SCP202 Life, Love and Laughter SCP203 Methods & Practice of Performance SCP204 Guerrilla Filmmaking

DETAILS SUPPLIED BY: Luke Scott DATE: 17/08/2017

⁶ An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

⁷ As per QAE guidelines

⁸ Please contact Amanda Watson for confirmation of funding details
SITS Form_BA Screen Performance FINAL.doc, V9 July 2013

BA (Hons)
Screen Performance
Core Modules

Stage 1

Script to Screen

Media Production Skills

Voice Acting

Techniques for Screen Acting

Studying Screen Performance

Live to Air

Stage 2

Method & Meaning

Method & Practice

Guerrilla Filmmaking

Life, Love & Laughter

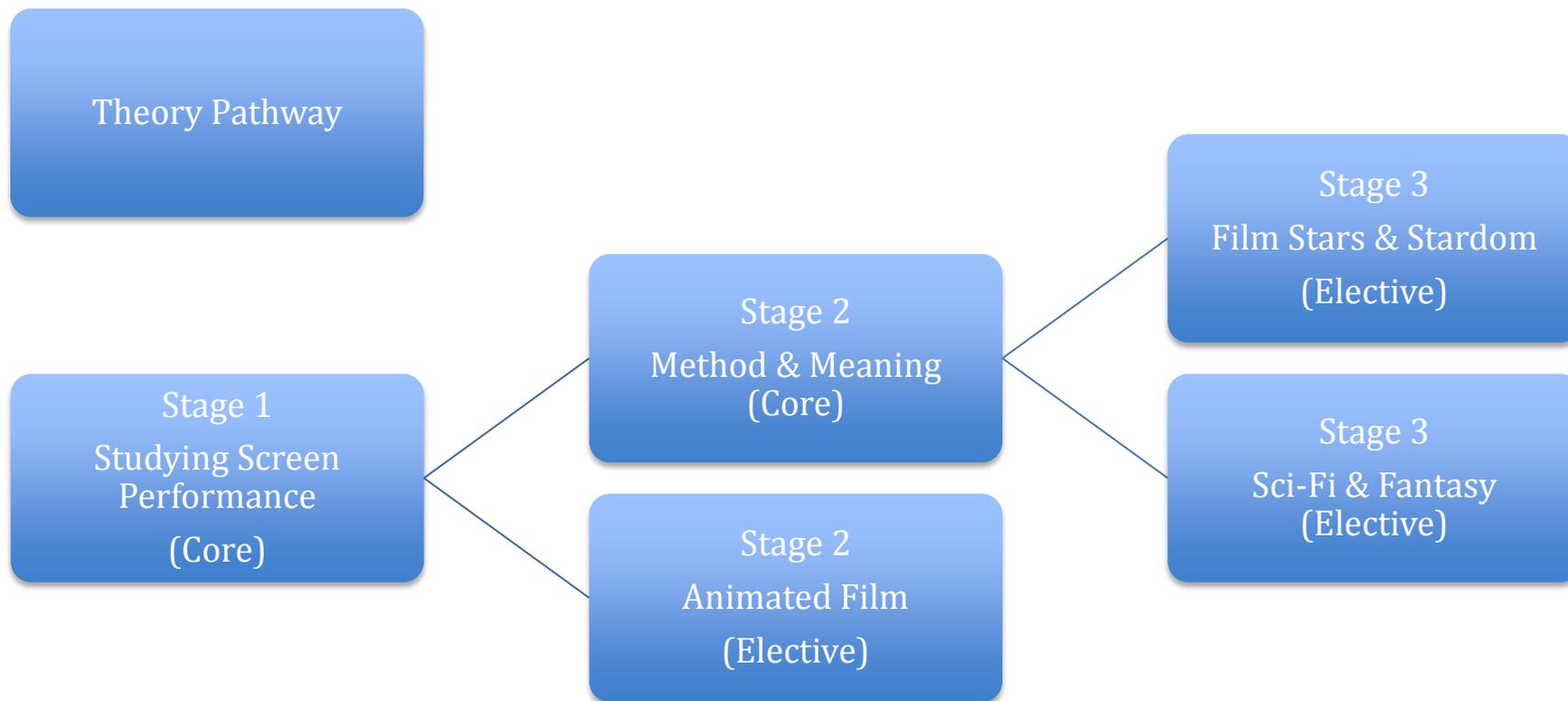
Stage 3

Acting Now

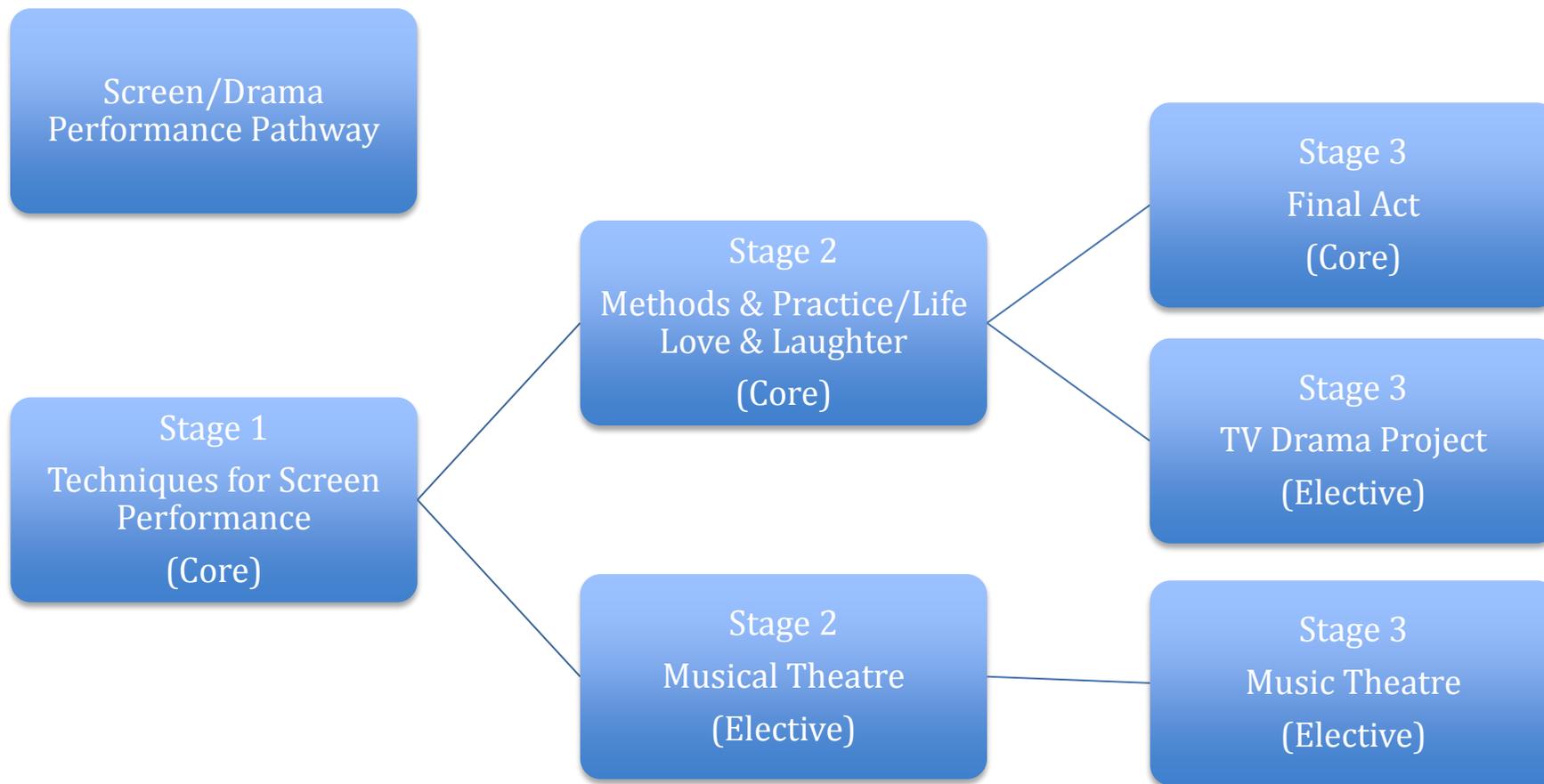
Final Act

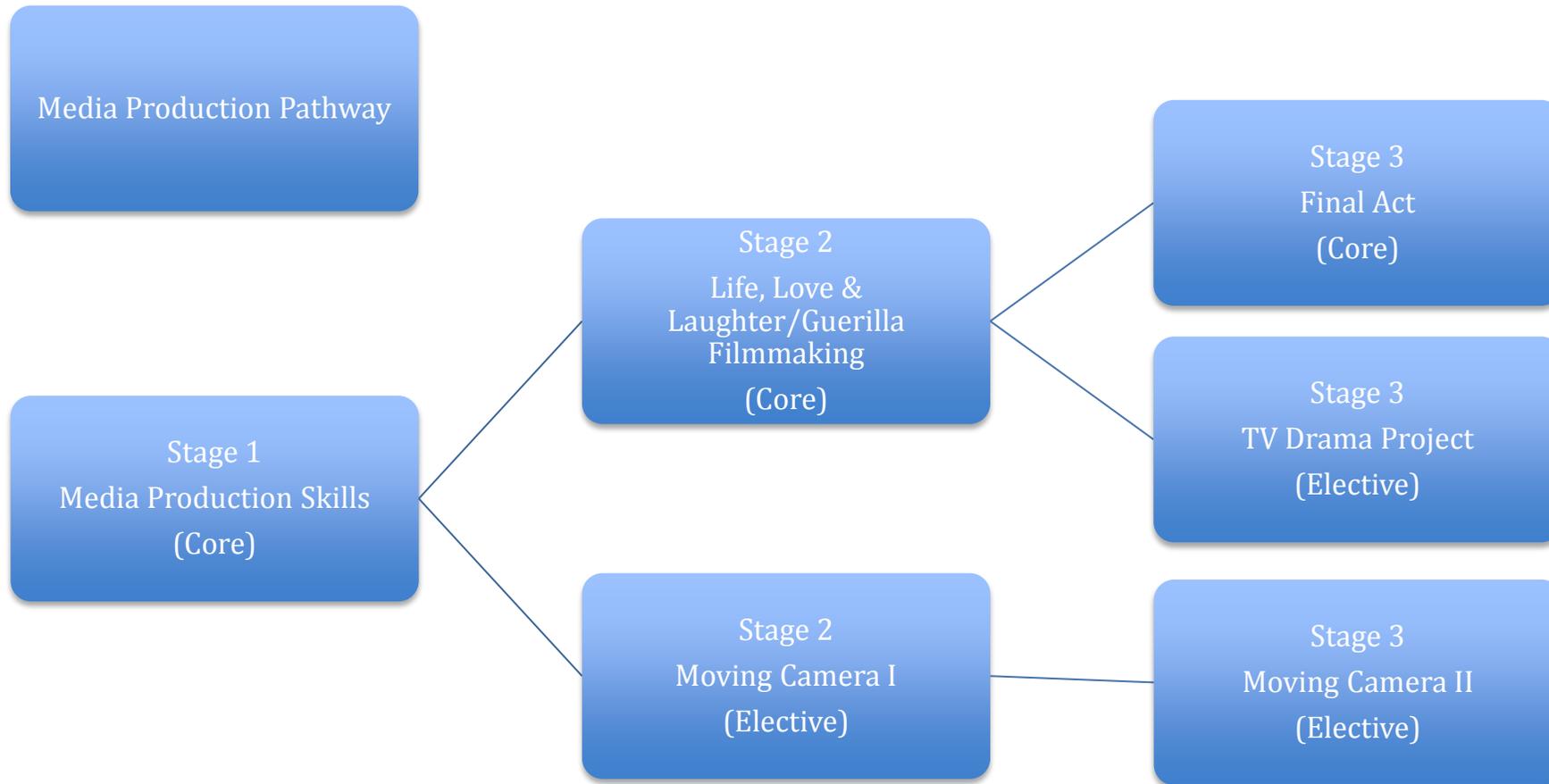
The following specialist elective pathway diagrams are intended to illustrate the range of potential specialisms that can be followed after successful completion of Stage 1. Please note that all of the above core modules must be completed.

The diagrams are not exhaustive in terms of all applicable electives, nor prohibitive, but merely a visual representation of the range and breadth of the programme. Students are free to augment their chosen routes with appropriate choices, as well able to select their own elective direction of study.



Theory Pathway i





Scriptwriting Pathway

Stage 1
From Script to Screen
(Core)

Stage 2
Scriptwriting for TV &
Film I
(Elective)

Stage 3
Final Act
(Core)

Stage 3
Scriptwriting for TV &
Film II
(Elective)

Radio Production Pathway

Stage 1
Media Production Skills/
Voice Acting
(Core)

Stage 2
Radio Production
(Elective)

Stage 3
Final Act
(Core)

Stage 3
Radio Drama
(Elective)