

## Part A: About the Course

### 1. Qualification

*award and title and, where appropriate, Apprenticeship Standard title and code*

BA (Hons) Screen Acting

### 2. Delivery Partners and Recognition

*who delivers this course, where? Is it accredited by any professional bodies?*

Campuses/Partners	Recognised/accredited by
MetFilm School	University of West London

### 3. Course Description

*a short descriptive statement used for publicity (max. 1150 characters)*

#### What will you experience?

BA (Hons) Screen Acting is an intensive, practical and industry focused degree course which will allow you to develop the skills necessary to become a screen actor. This undergraduate course is delivered full time over two years.

MetFilm School teaches in the space where education meets industry, and our pedagogy is designed to prepare you for industry by being taught by screen practitioners in a professional context. The BA (Hons) Screen Acting course has been designed to introduce you to the skills required for acting and associated work within the screen industries. The course will prepare you for acting in front of the camera with a wide variety of techniques across the constantly evolving and expanding range of media and platforms whether that be film, television or online video.

This course has been developed with industry professionals to ensure you are equipped with the knowledge, understanding and practical skills for screen acting in today's exciting screen marketplace as industry practitioners bring their real-world experience into the teaching space. You will gain experience in essential screen acting disciplines that reflect the real business of screen acting through six key themes; story and script, character and performance, acting methods and techniques, behind the camera skills, screen business and industry specialist acting skills.

Through practical exercises and workshops including productions, castings and rehearsals, you will develop an understanding of the relationship between actor, director, camera and fellow performers in an industry where time and budget often demand an ability to deliver camera-perfect performances with only limited rehearsal or preparation. One of the unique aspects of the course is that you will be collaborating with BA (Hons) Practical Filmmaking students for a shared learning experience on some modules and production activity where you will have the opportunity to audition for some of the collaborative screen productions which include, short form, episodic television and feature films.

The integration of the course with the BA (Hons) Practical Filmmaking course will allow you to gain knowledge of other key roles within the screen industries such as directing and editing. Studying editing skills will give you the ability to appreciate the restrictions an editor has to work with and in turn enable you to reflect on your own performance on camera. Collaboration is critical in screen production, and the course gives you ample opportunity both in curricula and extra curricula projects to understand the nature of collaborative work and how to solve problems and compromise where necessary. You will gain a holistic experience of screen production and industry through a combination of lectures, seminars, reflective practice and self-directed learning and everything you learn will be put into practice through a wide range of exercises and screen productions.

BA (Hons) Screen Acting course operates out of Ealing Studios with support from other parts of the MetFilm group. MetFilm is a leading screen organisation with a mission to bridge industry and education, which means students studying at MetFilm School have access to a wealth of expertise from working media professionals. This includes opportunities 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.

In a profession where employment is famously unpredictable and inconsistent, it is vital that you gain an understanding of the opportunities across the screen industries and the ways in which they can enhance your employability. Career preparation and employability skills are integrated throughout the course in the form of presentations, practical workshops and mentoring sessions which will be used to develop your presentation skills and online profiles. You will ensure you are prepared for the world of employment by creating a portfolio which will include a CV and showreel.

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

- informing students and alumni about permanent and freelance job opportunities, internships and placements,
- organising masterclasses and career workshops with professional industry guest speakers
- helping raise student profiles by promoting their short films, TV projects and web series
- advising on film and video strategy
- gaining insight into the world of self film/tapes, or show promotion.
- festival logistics and entry requirements,
- developing career skills such as networking, pitching, showreel creation and social media profile building.

#### 4. Course Structure Diagram

*a visual overview of the programme of study*

The course is delivered through the modules listed below. All modules are worth 20 credits unless stated. Modules in **blue ink** (also marked with a single asterisk \*) are shared with the BA (Hons) Practical Filmmaking. The production modules in **yellow boxes** (also marked with a double asterisk \*\*) include opportunity to work on productions with BA (Hons) Practical Filmmaking students and/or to undertake separate exercises – with both activities contributing to the same learning, assignment and assessment pedagogy.

#### Level 4: Foundation – Developing Concepts and Skills

Ideas and Story *	20 credits	MA40112O
Acting for the Screen	20 credits	
Acting Theory and Technique	20 credits	
Character and Performance I *	20 credits	MA40110O
Post Production I *	20 credits	MA40114O
Screen Business and Integrated Production (Short Form Acting) **	20 credits	

Exit qualification (120 credits):  
Certificate of Higher Education (Cert HE) in Screen Acting

### Level 5: Integration – Forms and Formats

Working with Text	20 credits	
Character and Context	20 credits	
Casting	20 credits	
Acting for Camera	20 credits	
Genre	20 credits	
Screen Business and Integrated Production (Episodic Acting) **	20 credits	

Exit qualification (240 credits):  
Diploma of Higher Education (Dip HE) in Screen Acting

### Level 6: Synthesis – Creative Practice

Advanced Acting I	20 credits	
Advanced Acting II	20 credits	
Screen Business and Integrated Production (Long Form Acting) **	20 credits	
Creative Development *	20 credits	MA60124E
Graduation Project *	40 credits	MA60127O

Exit qualification (360 credits):  
BA (Hons) Screen Acting

## 5. Course Aims and Content by Level

*what is this course all about and how does it build and develop over time?*

### Aims

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

- develop a diverse range of skills and approaches to screen acting and performance whilst understanding the requirements of professional practice and the current screen industries.
- enable you to develop the techniques and approaches to become a screen performer for the 21<sup>st</sup> century understanding how to be entrepreneurial, employable and proactive.

- clearly identify the skills required for screen acting and performance by incorporating an awareness of current production and industry techniques across a wide range of platforms and production contexts.
- to communicate and deliver creative ideas, both working alone and collaboratively as part of a team.
- to understand the collaborative nature of screen production, to problem solve and learn to work autonomously as well as being a 'team player' in today's evolving screen marketplace.
- develop independent, self-reflective skills which will enable you to critically appraise and evaluate your personal journey and support your journey in becoming a 'self starter'.
- engage in critical thinking and research to enable you to engage in contemporary rapidly evolving 21<sup>st</sup> century cultural, political, technological and ethical arguments and perspectives relevant to screen acting and the media industries

### **Learning themes and progression of levels**

The course has a modular structure and those modules are underpinned by six key central learning themes which are relevant to both screen acting and practical filmmaking. These themes are woven into the modular structure of the course;

#### **Story and Script**

Story telling is the foundation of the screen industries and the bedrock of both the BA Screen Acting and BA Practical Filmmaking courses. The *Story and Script* theme is integrated across the levels of the course, and your learning and skill set develops through the course levels as indicated in the module detail below.

#### **Character and Performance**

Understanding the role of the director is critical to acting and in screen acting, the requirements can range from working with little or no rehearsal time to improvising material with more pressure and less time. Your learning and skill set develops through the course levels as indicated in the module detail below.

#### **Acting Methods and Technique**

Contextualising practical work by understanding and analysing theories of acting will be essential to succeeding in your development as a screen actor. Your knowledge and understanding of theory and technique of screen acting will deepen and develop in complexity as the course as indicated in the module detail below.

#### **Behind the Camera**

This theme offers you an understanding of what goes on behind the scenes, how the technology and craft skills all collaborate to create effective screen performances. Your learning and skill set develops through the course levels as indicated in the module detail below.

#### **Screen Business Production Modules**

All of the skills and techniques learnt in both BA Screen Acting and BA Practical Filmmaking modules are integrated and applied in the production modules which cover all aspects of industry standard production processes across a wide range of screen content. As the course progresses, the requirements of different production forms will change and become more complex in terms of technique and preparation.

#### **Industry**

The BA Screen Acting course has industry integrated across the curriculum in the form of content and the tutors we recruit and train who are all industry practitioners enabling them to

bring their knowledge into the teaching space. The course aims support the development of your career ambitions while learning both 'hard' and 'soft' skills; all indicated in the module detail below.

#### Level 4 (Year 1)

- *Ideas and Story*: This module focusses on the power of the story in the screen industries. Acting students will study with filmmaking students for this first module. Storytelling is the foundation of the screen industries and in the Screen Acting course, you will create and write your own short form ideas as well as deconstructing scripts, an essential skill for actors. You will learn foundation skills in dramaturgy, script structure and character development, problem solve with your peers and reflect on your own personal strengths and weaknesses through a peer review process. Communication and presentation techniques will be developed and practised in a pitch of your own story ideas.
- *Acting for the Screen*: This module will focus on the development of fundamental skills for acting for the screen as opposed to the stage. You will begin to develop your core acting skillset which will include voice, singing and movement, understanding the medium of visual storytelling and how an actor performs without dialogue and the facial expressions for performing to camera. You will learn how to use space effectively, the vocabulary of performance and you will be introduced to the Alexander Technique. You will continue to develop your communication skills as you reflect upon your understanding of the basic tools and techniques of acting for the screen.
- *Acting Theory and Technique*: This module will analyse some of the key theories and concepts behind great screen acting performance and you will understand how those theories underpin these performances. You will demonstrate your knowledge of theory and technique in interactive exercises working with your peers to self reflect, evaluate performance and critically analyse text. You will have an introduction to the core theories and practice of Stanislavski and Meisner whilst analysing screen performance and interpreting theories in practical performance exercises. You will continue to develop Voice and Movement skills and Dance will be introduced.
- *Character and Performance I*: You will study with BA Practical Filmmaking students to understand the role of performance in the short form medium and how actors and directors work together effectively. You will engage with narration and understand how character and performance connects to create dramatic conflict, emotional truth and audience engagement. You will learn about rehearsal techniques, prepare for performance, interpret scripts, work with your environment and space, learn how actors and directors communicate and get performances including the study of action verbs and sub text.
- *Post Production I*: This module will give you the tools and skills to be able to edit short form material, understand how to work with rushes and develop narrative skills. The module will enable you to reflect upon your acting performance by analysing rushes and coverage in both your own and others' collaborative work. Becoming a multi skilled practitioner and gaining editing skills will support your entrepreneurial endeavours and the knowledge to start creating 'self tapes'. Problem solving is a key part of editing and this will also be a focus within the module.
- *Screen Business and Integrated Production (Short Form Acting)* This module is a culmination of all of the skills learnt at Level 4 as you prepare and create your own short form productions. You will work in teams to integrate your theoretical knowledge with practice through interpreting scripts, preparing for performance, understanding the camera as a tool for the actor and create performances. By working collaboratively on productions with filmmaking students you will continually problem solve taking personal responsibility in decision making and applying different approaches or reasoning. Your productions will be screened to the cohort and allow you to reflect on your personal development, your performances and your developing skillset.

### Level 5 (second half of Year 1 and half of Year 2)

- *Working with Text:* You will apply and expand the knowledge from Level 4 in relation to text and character across a wider range of texts in this module. You will deepen your understanding of character development including want and need, super objective, backstory as well as advance your understanding of Stanislavski-based character preparation. You will develop research skills using primary and secondary sources and enhance communication skills by giving and receiving feedback on different types of performance. Your knowledge and understanding of voice and movement will be applied and developed across a range of different texts.
- *Character and Context:* You will deepen your understanding of more complex story development across a wider range of story forms. You will analyse how the world of the story informs directorial choices and impacts upon acting preparation and choices. Building on the work of the previous module, you will look at deeper text and non-text based research tools for the expansion and further exploration of character in context ie voice and movement work. Some examples of this might be Period Dance, Movement and Period/Contemporary Combat skills.
- *Acting for Camera:* You will build on your initial work in *Acting for the Screen* by learning how actors use the camera in screen performance. You will understand terms such as blocking, eyeline and other related techniques to enhance performance and understanding of industry requirements. Integrating filmmaking knowledge and understanding into performance, you will look at the physicality of the frame and relationship with the lens, shot sizes, speed of turnaround in television performances and understand different roles behind the camera and performing and self-directing under pressure.
- *Casting:* In this module, you will explore how castings and auditions work in the screen industries and the necessary preparation required from you as a screen actor. Developing soft skills such as presentation and pitching yourself is as critical as your core acting development. You will analyse the role of the casting director, prepare for auditions and read throughs while continuing to develop your voice skills. You will understand the importance of self-tapes, integrate and practise your knowledge of character in deconstructing material, how to improvise 'on demand' as well as develop your communication and presentation skills. Deepening your professional practice you will audition practice to camera and utilise your voice and movement skillset.
- *Genre:* In this module, students will analyse the conventions of genre in performance and story construction. Using the Meisner Technique as a story, you will workshop and perform in genre scenes you have created and apply your filmmaking knowledge to film the scenes working collaboratively. You will gain a general overview of film genre, looking at the evolution of genre both as a means of production classification, but also as an area of critical and thematic study. You will explore and research storytelling and screen acting techniques associated with a range of genres including traditional forms and newer genre hybrids, gaining an in depth understanding of how genre films are constructed both behind and in front of the camera.
- *Screen Business and Integrated Production (Episodic Acting):* This module will give you the opportunity to either work collaboratively with filmmaking students on pre-existing web series, or to develop your own separate episodic content demonstrating the knowledge learnt through the Level 5 modules to date including text, performance, casting and the role of the camera in episodic performance (where two cameras will be introduced). Through the examination and practice of the role of the actor in episodic content, you will learn how to work and perform at a more dynamic pace potentially with little or no rehearsal time and how to collaborate with different directors as well as blocking, eye lines and other production skills.

## Level 6 (Year 2)

- *Advanced Acting I:* You will advance your knowledge of acting theory in deeper practice working with directors researching and improvising material and engaging with professional industry requirements at this level. You will synthesise your knowledge of the collaborative nature of the actor-director relationship through the study of ensemble work and improvisation with a focus on dialogue. Working in small groups, you will devise material using your skills in character writing and development and through the exploration of space, voice and movement you will improvise and perform a short filmed exercise which may contribute to your showreel. The exercise will focus on non-verbal storytelling, demonstrating character through behaviour as well as dialogue work and subtext.
- *Advanced Acting II:* You will advance and develop your skillset further by understanding how digital technology is informing the screen industries. Skills such as motion capture and combat skills are increasingly in demand in new forms of content such as gaming as well as in more traditional screen forms. This second advanced acting module will particularly focus on career development and employability. Exercises within this module will require students to make appropriate decisions on performance in a much faster time frame and you will synthesise your performative skills and techniques to build believable and sustainable performances in filmed work. There will be advanced Voice and Movement development including voiceover work, advanced combat skills, as well as analysis of how to use digital technology to enhance your skill set.
- *Screen Business and Integrated Production (Long Form Acting):* You will have the opportunity to audition for a long form production working with practical filmmaking students or working in smaller groups devising your own content. This opportunity will involve the applied practice of all screen acting skills to date, sustaining a performance over a longer shooting period, understanding how to shoot out of sequence and keep in character as well as demonstrating how to work collaboratively with the camera and production crew showing professional practice learnt during the course.
- *Creative Development:* You will review your showreels and CV's as well as explore job opportunities and prepare for your final project. Students will focus on employment and continue to develop and enhance showreels and voice reels using techniques taught during the Advanced Acting modules, engage in masterclasses with agents and casting directors, create online profiles and CV's as well as develop ideas and find teams for graduation projects.
- *Graduation Project:* The culmination of all of your learning in a final project which can be a showreel or a filmed piece of work collaborating with BA Practical Filmmaking students. The project will give you the opportunity to demonstrate all of your learning on the course including the full development of performance skills, professional practice, research skills and collaborating with fellow students to complete a graduation project which could be a short film or a developed showreel.

## 6. Course Contact Hours

*how much time should I commit to this course?*

Learning hours are determined by credits. One credit is worth 10 learning hours, so a 20 credit module is 200 learning hours, a 30 credit module is 300 hours etc. This is the amount of time you should be prepared to commit to each module.

Learning hours are divided into: taught or 'contact' hours, ie, the amount of time students spend in contact with academic staff, whether through face-to-face classes or online learning; and independent study, ie, the amount of time students are expected to spend on

their own study and assessment preparation. Some kinds of learning mix contact time and independent study, for instance presentations or workshops by invited experts, or sessions where you are working in groups on a project but can call on academic staff for advice or feedback on your work so far.

You also have one-to-one time with academic staff in personal tutorials.

## 7. Course Learning Outcomes

*what can I expect to achieve on this course?*

### Knowledge and Understanding

Level 4	Level 5	Level 6
<ol style="list-style-type: none"> <li>1. Demonstrate awareness of contemporary performance and industry practice in all its manifestations, recognising the key modes of communication and representation</li> <li>2. Acquire knowledge of the key commercial, historical, cultural and technological debates relevant to the production of performance and screen content.</li> <li>3. Define an understanding of group processes in the creation of performance and screen product</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Apply critical awareness of the theoretical frameworks and contemporary cultural, political, technological and ethical perspectives relevant to your particular discipline.</li> <li>3. Analyse and evaluate different approaches to problem solving from an individual and group perspective in the creation of performance and screen product</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage critically with contemporary performance and industry practice in all its manifestations, recognising key methods of communication and representation.</li> <li>2. Critically analyse the significance of key commercial, historical, cultural and technological implications relevant to the performance landscape.</li> <li>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</li> </ol>
<p><b>Relevant Modules</b></p> <ul style="list-style-type: none"> <li>o Ideas &amp; Story I</li> <li>o Character &amp; Performance I</li> <li>o Acting Theory and Technique</li> <li>o Acting for the Screen</li> <li>o Post Production I</li> <li>o Screen Business (Short Form Acting)</li> </ul>	<p><b>Relevant Modules</b></p> <ul style="list-style-type: none"> <li>o Working with Text</li> <li>o Character and Context</li> <li>o Genre</li> <li>o Acting for Camera</li> <li>o Screen Business and Integrated Production (Episodic Acting)</li> </ul>	<p><b>Relevant Modules</b></p> <ul style="list-style-type: none"> <li>o Advanced Acting I</li> <li>o Advanced Acting II</li> <li>o Screen Business and Integrated Production (Long Form Acting)</li> <li>o Graduation Module</li> </ul>

### Intellectual skills

Level 4	Level 5	Level 6
<ol style="list-style-type: none"> <li>1. Identify principles and concepts of underlying theoretical frameworks and</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate, assess and apply various concepts, ideas and theories that</li> </ol>	<ol style="list-style-type: none"> <li>1. Synthesise, analyse and critically evaluate various concepts, ideas and</li> </ol>

<p>approaches and evaluate your strengths and weaknesses</p> <ol style="list-style-type: none"> <li>2. Exhibit self-reflective analysis in the interpretation of your own work and the work of others</li> <li>3. Demonstrate awareness of appropriate research skills and how to apply them to your work.</li> </ol>	<p>underpin your practice, setting a broader framework for the analysis of your own work</p> <ol style="list-style-type: none"> <li>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</li> <li>3. Display appropriate independent research skills towards the development of your practice in a range of diverse forms.</li> </ol>	<p>theories that underpin performance practice, setting a broader framework for the analysis of your own work</p> <ol style="list-style-type: none"> <li>2. Develop, communicate and deliver complex and unpredictable ideas, both working alone and collaboratively as part of a team, displaying a sustained awareness of the ethical implications of screen production and professional practice</li> <li>3. Identify and discriminate primary and secondary sources of research in development of your practice.</li> </ol>
<p><b>Relevant Modules</b></p> <ul style="list-style-type: none"> <li>o Ideas &amp; Story I</li> <li>o Character &amp; Performance I</li> <li>o Acting Theory and Technique</li> <li>o Acting for the Screen</li> <li>o Post Production I</li> <li>o Screen Business and Integrated Production (Short Form Acting)</li> </ul>	<p><b>Relevant Modules</b></p> <ul style="list-style-type: none"> <li>o Working with Text</li> <li>o Character and Context</li> <li>o Genre</li> <li>o Acting for Camera</li> <li>o Screen Business and Integrated Production (Episodic)</li> </ul>	<p><b>Relevant Modules</b></p> <ul style="list-style-type: none"> <li>o Advanced Acting I</li> <li>o Advanced Acting II</li> <li>o Screen Business and Integrated Production (Long Form)</li> <li>o Creative Development</li> <li>o Graduation</li> </ul>

### Subject practical skills

Level 4	Level 5	Level 6
<ol style="list-style-type: none"> <li>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</li> <li>2. Demonstrate an awareness of key performance techniques as they apply to various forms of screen/media content</li> <li>3. Apply a range of approaches to learning and identify your strengths and areas for development to support managing work and deadlines.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate increased autonomy and independent thinking within the creative process whilst maintaining a professional working ethos.</li> <li>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.</li> <li>3. Critically evaluate a range of approaches to learning assessing your own capabilities, strengths and areas for development to</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply a high degree of autonomy, initiative and entrepreneurial innovation within the creative process whilst maintaining a professional working ethos</li> <li>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.</li> <li>3. Utilise reflection, personal responsibility and professional codes of conduct to a range of approaches to learning and development.</li> </ol>

	support managing work and deadlines.	
<b>Relevant Modules</b> <ul style="list-style-type: none"> <li>○ Ideas &amp; Story I</li> <li>○ Character &amp; Performance I</li> <li>○ Acting Theory and Technique</li> <li>○ Acting for the Screen</li> <li>○ Post Production I</li> <li>○ Screen Business and Integrated Production (Short Form Acting)</li> </ul>	<b>Relevant Modules</b> <ul style="list-style-type: none"> <li>○ Genre</li> <li>○ Acting for Camera</li> <li>○ Casting</li> <li>○ Screen Business and Integrated Production (Episodic Acting)</li> </ul>	<b>Relevant Modules</b> <ul style="list-style-type: none"> <li>○ Advanced Acting I</li> <li>○ Advanced Acting II</li> <li>○ Screen Business and Integrated Production (Long Form Acting)</li> <li>○ Creative Development</li> <li>○ Graduation</li> </ul>

### Transferable skills

Level 4	Level 5	Level 6
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of appropriate performance and production vocabulary, skills and working methods.</li> <li>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</li> <li>3. Display a pro-active approach to resolving problems through the appropriate use of resources, outside research, information and support available.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Communicate effectively in written and verbal form, summarise, and compare ideas with clarity, think critically, and give and receive constructive feedback</li> <li>3. Select an applied approach to resolving problems through the appropriate use of resources, outside research, information and support available.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consolidate a knowledge of current industry trends, performance and production vocabulary and professional expectations to work effectively with limited supervision on collaborative work.</li> <li>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</li> <li>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.</li> </ol>
<b>Relevant Modules</b> <ul style="list-style-type: none"> <li>○ Ideas &amp; Story I</li> <li>○ Character and Performance I</li> <li>○ Acting for the Screen</li> <li>○ Acting Theory and Technique</li> <li>○ Post Production I</li> <li>○ Screen Business and Integrated Production (Short Form Acting)</li> </ul>	<b>Relevant Modules</b> <ul style="list-style-type: none"> <li>○ Working with Text</li> <li>○ Character and Context</li> <li>○ Genre</li> <li>○ Acting for Camera</li> <li>○ Casting</li> <li>○ Screen Business and Integrated Production (Episodic Acting)</li> </ul>	<b>Relevant Modules</b> <ul style="list-style-type: none"> <li>○ Advanced Acting I</li> <li>○ Advanced Acting II</li> <li>○ Screen Business and Integrated Production (Long Form Acting)</li> <li>○ Creative Development</li> <li>○ Graduation</li> </ul>

## 8. Learning, Teaching and Assessment Strategies

*how will I learn, how will my learning 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:

- Increases student engagement and learning opportunities
- Continuously improves the quality and range of curriculum delivery
- Ensures industry practice is embedded in teaching practice
- Enhances the relationship between practice and theory across the curriculum
- Raises the level and standard of student progression and achievement
- Encourages the philosophy of life-long learning amongst tutors and students
- Promotes a high quality teaching experience that recognises the individual needs of each student
- 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.

### 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:

- Seminars in smaller groups
- Lectures
- Practical group work
- Presentations – pitching and auditions
- Production work – collaborating with other BA students on filmed work
- Formative feedback through critiques/screening and reflective sessions – to provide formative feedback and to develop presentation skills
- Peer review
- 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
- Tutorials – small group tutorials and 1:1’s
- 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.

### How we assess

We use a wide range of different types of assessment throughout your course which include portfolios, performance, research presentations, auditions, reflective work. The two types of assessment throughout the course are:

**Summative:** Summative assessment is designed to evaluate your learning at the end of a module by comparing it against a defined benchmark. It is used to measure your progress at each level and at Level 5 and Level 6 will contribute towards the final grade for your course. Feedback includes commentary and guidance and areas for improvement and is related to how successfully you have met the learning outcomes.

Examples of summative assessment on the course are:

- Portfolios
- Reflective Work
- Performance artefacts
- Research Presentations
- Filmed work

Assessment activity often takes place in the classroom through the creation and development of practical work which is reviewed by peers and tutors in a formative setting through the module.

**Formative:** On-going formative assessment is designed to help monitor your learning throughout the modules and provide feedback that enables you to improve your learning. It can take various forms and helps you identify strengths and weaknesses and address problems. Formative feedback can come from both tutors and fellow students and is a hugely important part of your learning journey.

Examples of formative assessment on the course are:

- Reviews of performance
- Screenings
- Peer review
- Tutorials
- Mentoring

## **Progression of learning**

### **Level 4: Foundation**

Level 4 offers a foundation in the key concepts and skills required in screen acting and performance. You will have guidance and support from tutors as you develop the skills necessary to develop your knowledge and critical evaluation of screen acting and performance. You are expected to use independent study time to develop and practice your skills further with set homework. There will be more intensive teaching hours in some modules and more guided support throughout the level allowing you to gain experience and knowledge working with your tutors closely.

During Level 4 and Level 5 of the course, scheduled review days take place on the final day of each module which is a place for you to demonstrate your learning and how you are meeting the learning outcomes through assessment. You will then have an opportunity to gain formative peer and tutor feedback which informs any further revisions to the work before your final submission.

At Level 4, you will have one piece of summative assessment every module as well as reading and viewing. You will be summatively assessed on your preparation or evaluation of your work for example a portfolio, critical analysis or a peer review. This puts the focus on the importance of process at Level 4 and not the end result which is fair and transparent and also a reflection of the importance of preparation and evaluation in the screen industries.

Students will enroll on the course with varying abilities and experience and so by mostly removing assessment of the artefact at Level 4, we can ensure a level playing field for all, giving everyone the same advantage and ability to succeed demonstrating our commitment to inclusivity.

### **Level 5: Integration and Development**

Level 5 allows you the opportunity to apply and integrate the knowledge and skills gained at Level 4 and take more responsibility for your learning journey. You will be provided with opportunities to extend your depth of learning underpinned by self and peer evaluation. You will also develop your own professional practice through the further development of industry awareness.

At Level 5, you will work more independently on your assessment in the creation of portfolios of work which will be submitted for summative assessment at the end of each half of Level 5 (ie one portfolio for Level 5 Episodic and one portfolio for Level 5 Genre). You will generate work through each module and there will be a mid-point formative assessment point for feedback. This approach is designed to allow you more independence in your activity but also to mitigate against any issues with assessment submission during the fast paced two weekly delivery.

As you progress to Level 5 and develop your knowledge and understanding, your practical skills and critical thinking, there is an increase in the summative assessment of the artefact (a performance or filmed piece of work) as well as a focus on research skills across a wide range of forms of content. You will continue to engage in independent study and work outside of the teaching space. The assessment amount increases to two pieces per Level 5 module.

### **Level 6: Synthesis**

Level 6 provides you with the time and space to explore your own creativity and synthesise your knowledge and skills through your own practice. You will be given greater autonomy as

a learner and more opportunities to focus on your future direction and career. In the curriculum, there is specific career development during Level 6 'Advanced Acting I and II' modules and 'Creative Development'. You will have the opportunity to learn about more specialised areas of career development such as combat skills and motion capture as well as industry processes such as Additional Dialogue Recording (ADR), 'self tapes' and voice reels.

There will be more focus on independent thinking and a demand for increased autonomy as well as a requirement to demonstrate more complex problem-solving skills. You will be summatively assessed across two pieces of work but an increase in complexity and word count reflects the demands of Level 6 thinking and knowledge.

### **The Reflective Learner**

An essential aim of the BA Screen Acting course is that you are supported to develop and practice as reflective learners. You are encouraged to document your learning journey and processes adopting a reflective approach and this concept is realised in a number of assessments. Being a reflective learner will enhance your skillset and your employability as you develop a mature understanding of your personal and professional development, as well as the relationship between creativity and current industry best practice. This is particularly important in the development of a screen acting career with the ability to evaluate successes and challenges being critical to improvement.

One of the pillars of reflective learning on the course is the Peer Review process. You will develop your ability to give and receive constructive feedback through this process which will inform your own work and is an important part of your career development as a screen actor. The peer review process will be integrated into many of the BA Screen Acting modules as part of summative and formative feedback.

You will have both individual and group tutorials on the course which will be a part of personal and professional development. Some tutorials will fall within modules and focus on course work or projects and some will be personal tutorials. Personal tutorials may be individual or group and they will ask you to reflect on your learning journey, consider how you can reach your career and personal goals and to think critically about what you need to do to achieve those goals.

### **Pre-Induction Course**

The pre-induction course was developed in 2013 and it has continued to be a success for new students as well as being noted as an element of 'Good Practice' by the QAA (Quality Assurance Agency). The course begins six weeks before the start of the BA and gives you the opportunity to meet other students virtually, set up online identities, engage in discussion forums and explore reading and viewing mini-assignments.

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 that you will 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 course. We hope to encourage you to contribute to the forum where you can share and comment on work, the work of others and discuss current creative and industry issues.

### **Graduate Attributes**

MetFilm School seeks to develop a graduate who is:

<b>Creatively Excellent</b>	As a performer
<b>Passionate</b>	Determined, curious, aspirational and with initiative.
<b>Industry Aware</b>	Outward facing and employable, with an understanding of context within which they operate and the high professional and ethical standards required.
<b>Confident Communicator</b>	Articulate and confident with strong networking and presentation skills.
<b>Adaptive</b>	Multi-skilled performer across all formats able to successfully change to situations and environments.
<b>Reflective</b>	With an ability to acknowledge the journey they've been on and are about to go on.
<b>Visual Storyteller</b>	With the ability to understand and articulate how stories work, their passion for them and their connection to them.
<b>Professional &amp; Ethical Practice</b>	Adheres to standards and procedures, paying attention to quality, maintains confidentiality, questions inappropriate behaviour and empowers others.

## 9. Formal and Informal Links with External Organisations / Industrial Partners *what opportunities are there for me to interact with professional contacts?*

### MetFilm Production

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. Together with sister companies, MetFilm Sales, and the School, we provide a synergistic environment for both established and emerging talent.

This 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; the opportunity to work on professional "live" projects brought into the teaching environment; cutting edge technology, and professional networking. Graduates work in multiple roles across all productions. For example, there are nine graduates credited on '23 Walks', currently in production with Dave Johns and Alison Steadman, out of a crew of 20, including roles such as 1st AD, Script Supervisor, 2nd AC and DIT.

Thriller documentary '*Last Breath*', was released in April 2019. Other recent releases include comedy '*Swimming with Men*', starring Rob Brydon and directed by Oliver Parker. Feature documentary '*Sour Grapes*' and the award-winning '*How to Change the World*' premiered at Hot Docs and Sundance respectively.

Previous films include hit comedy '*The Infidel*' starring Omid Djalili, Grierson-winner '*Deep Water*', '*French Film*' starring Hugh Bonneville, Sarah Gavron's '*Village at The End of the Word*', Jeanie Finlay's '*The Great Hip Hop Hoax*' and BAFTA-winning short '*September*' by Esther May Campbell.

### 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 daily jobs board, work experience and internship opportunities, CV and showreel advice sessions, Industry Seminars and Masterclasses, support for student films at festivals and beyond and publications including the recent 'Career Guide: How to Get a Job'.

## Partners and Core Relationships

The BA Screen Acting Course design incorporates the latest industry developments in line with the broader discussion about the sustainability of the UK screen industries in line with the government's White Paper recommendation that the Higher Education sector should strengthen its links with industry,

In 2012, Met Film School was voted prestigious membership in CILECT (Centre International de Liaison des Ecoles de Cinéma e 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 give master classes at the school on a regular basis. Past guests have included Asif Kapadia (*Senna*), cinematographers Chung-hoon Chung and Oliver Stapleton), documentary filmmaker Kim Longinotto (*Pink Saris*), Showrunner Armando Iannucci (*Veep*, *The Thick of It*), as well as digital media professionals Bruce Daisley (Twitter) and Lucy Banks (Google).

We launched an event series, entitled *In Conversation...* where industry guests speak informally, talk-show style, about their career experiences to an audience of students, staff, and faculty. Recent guest speakers have included Bryan Cranston (*Breaking Bad*), Pawel Pawlikowski (Oscar winning *Ida*), James Marsh (*The Theory of Everything*), Sandra Hebron (former Creative Director of the London Film Festival), Frank Spotnitz (Executive Producer of the *X-Files*), Noel Clarke (*Dr. Who*, *Kidulthood*), Nicole Taylor (*The C Word*), Paul Webster (*Atonement*, *Motorcycle Diaries*, *Locke*), Andy Serkis (*Lord of the Rings* trilogy), and Stephen Frears (*The Queen*, *Dirty Pretty Things*);

MetFilm School has a strong track record of industry and employer involvement in its courses.

Whilst industry partners will develop over time, current anticipated partners on the BA Screen Acting include:

- **The Imaginarium Studios:** A unique and rare opportunity for students to experience the world of motion capture in arguably the biggest and most famous Motion Capture studios in the world which has cemented itself as a key facet of modern acting work. BA Screen Acting students will have the opportunity to visit the The Imaginarium Studios and utilise footage that will enhance their showreels.
- **Studio 52:** A top professional photography studio in West London which has been involved in producing top quality headshots for MetFilm School non accredited acting students since 2017. The studio has agreed to support BA Screen Acting Students when photo sessions are to take place.
- **Delamar:** One of the top makeup schools and agencies in the UK, providing hair and makeup stylists to some of the best British and Hollywood productions today. Delamar has agreed to work alongside the BA Screen Acting students, ensuring a more rounded

and realistic experience on filming days, further enhancing BA Screen Acting students' real-life exposure.

- **Agents:** Mad Dog Casting Agency works closely with MetFilm School. This gives a great opportunity for the students to work with real life companies and to potentially acquire representation once their studies are completed.

## 10. Admissions Criteria

*what qualifications and experience do I need to get onto the course?*

The Admissions Team work closely with the BA Course Leader and the Education Team to review students who fit the academic requirements but also who can evidence their suitability for the course by demonstrating prior experience and/or relevant interests, skillsets and the passion and drive to benefit from their course.

### 18 to 20 Year Olds (UK, EU & Non-EU students)

- All enquiries pertaining to the BA program will be fielded by the MFS Admissions Team. Anybody approaching UWL directly will be directed to the MFS.
- Students aged 18-20 will be directed to apply through UCAS ([www.ucas.com](http://www.ucas.com)) as their first step.
- Students will be required to show that they have achieved a minimum of 100 points at A Level or an equivalent academic qualification.
- Along with applying through UCAS they must also complete our direct application form which includes answering three personal statement questions at a minimum of 750 words each.
- They must have previous acting experience in film and/or theatre.
- In addition, students must demonstrate acting experience and submit a filmed duologue or showreel.
- If their application is successful they will have an interview either face to face or via Skype.
- The interview will also include a script read, which will be given to them on the spot to assess their ability to work under pressure, their ability to analyse text and their site reading skills.
- All students are obliged to take the MetFilm School 6-week online pre-induction course alongside BA Practical Filmmaking students, to prepare them for academic study at Level 4.
- Students may be required to undertake a MetFilm School summer acting course prior to enrolment if their experience does not match the requirements.
- Once the UCAS application has been received, the MFS Admissions Team will review any applications and successful candidates will be invited to submit a secondary application directly to MFS.
- Once secondary applications have been reviewed, MFS will invite students to a formal interview at MetFilm School which will involve a script read.
- Applicants will be encouraged to bring to interview a creative project they have worked on to supplement their application material.

### Mature Students

- Mature students are aged 21 years or over on the day the course starts.
- The application process will be identical for mature students apart from the academic entry requirements.

- Mature students are not required to provide any evidence of academic qualifications and will be judged based on the UCAS and MFS application, acting experience and showreel, and the subsequent interview.

### 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.

### IELTS Score for International Students

*(including the minimum score in all elements)*

International Students need to achieve an IELTS for UKVI Academic Test overall score of at least 7.0 with at least 6.5 in writing, 7.0 in listening, reading and speaking. EU students from non-English speaking countries there are no formal requirements, we will assess from their application and interview as to whether or not they need to submit the language test results. If they do then the above IELTS scores will be required.

## 11. Student Support Arrangements, including 'in-company' support for Apprenticeships and PDP

*what kinds of academic and pastoral support and advice are available?*

### Induction Processes

MetFilm School continues to revise its' processes to ensure we are delivering a high quality student experience. We acknowledge that our courses are intensive and the teaching contact hours are high. This is beneficial to most of you with faster access into employment. We realise that this pattern does not suit all students which is why we monitor the wellbeing of students closely. As the school is relatively small with approximately five hundred students, we are able to monitor engagement and attendance closely and address any non engagement issues quickly.

The induction process starts before you arrive at the school with our six week pre-induction course which begins in the August prior to the start of the course. The pre-induction course was first delivered in 2013 and it has continued to be well received by new students as well as being noted as an element of 'Good Practice' by UWL and the QAA (Quality Assurance Agency). The pre-induction course gives you the opportunity to meet other students virtually, set up online identities, engage in discussion forums and explore reading and viewing mini-assignments.

BA (Hons) Screen Acting students will be enrolled on the Pre-Induction course online via Moodle, our virtual learning environment. The course is comprised of readings and exercises

designed to prepare you for undergraduate level work. By the end of the Pre-Induction course our aim is that you will have an idea of the educational philosophy of MetFilm School, as well as 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 and discuss current creative and industry issues.

During the first week of the programme you will go through a formal orientation to MetFilm School and the BA (Hons) Screen Acting Course. All relevant course materials will be available and you will engage with the following induction processes;

- Registration and checks
- Introduction to the course and course team
- School tour
- Meeting with a student's personal tutor
- Session with the school counsellor to discuss wellbeing support available
- Session with Student Services to discuss our VLE, Moodle as well as other support available ie student status letters, council tax letters, GP advice
- Session for all international students to discuss Tier IV compliance
- Tour of UWL Library and registration
- Student Senate and student representatives

The BA (Hons) Screen Acting course leader will schedule Student Programme Meetings twice per semester of the BA (Hons) Screen Acting course with the first meeting scheduled at the end of the first module (5 weeks into the course). The purpose of these meetings is to share information about the programme, garner student feedback on specific aspects of the course, address any issues or concerns, and develop an action plan around the meeting outcomes.

### **Student Support and Wellbeing**

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

You will all have a personal tutor who may be your Course Leader, a member of the Education Team or a course tutor. You can have a minimum of three personal tutorial sessions per academic year but we are open and available at all times if students wish to see us. Student Services is a student facing team with wellbeing support leaflets and information about support highly visible outside the office and across the school. Student Services continue to offer wellbeing support throughout the academic year and recently began lunchtime Mindfulness Workshops for students, the first one was in May 2019. We will continue to offer these every two months. You will be reminded of the wellbeing support available during Programme meetings and personal tutorials.

Apart from the school's support framework, which encompasses course leaders, module leaders and personal tutors, the school has a registered counsellor who is on site one day per week at the Ealing campus and available for Skype tutorials.

We have recently boosted our Wellbeing support available to all students by contracting *Big White Wall* ([www.bigwhitewall.com](http://www.bigwhitewall.com)), who will provide online support for students, beginning in October 2019 in time for the first entry of students in BA (Hons) Screen Acting. This is a 24/7 support service for all students to have confidential communication with a trained advisor.

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

In exceptional cases students may be referred to UWL to access their wellbeing services. These services and programmes are coordinated through the Student Services Team. In addition, MetFilm School works regularly with local, external organisations to provide resources to students and training to teaching staff.

### **Career Support**

Aside from the career support built into the curricula, our student career support arm *MetFilm Futures* leads on all activities related to recruitment, employability, graduate tracking, festival support, masterclasses and production. Extracurricular opportunities for you to engage in include masterclasses with leading industry practitioners (2018's notable masterclasses featured actor Bryan Cranston ("Breaking Bad") as well as Bruce Daisley (VP Europe, Twitter), Rob Newlan (EMEA Head of Creative, Facebook), Lucy Banks (EMEA Head of Content, Google/YouTube). You have the opportunity to be supported in identifying production opportunities with external clients, internships during breaks and access to weekly career and edit surgeries.

Our *Student Alumni Programme* was launched in October 2018 and supports current students and graduates in their career development. Recognising that we have active graduates working across the creative industries in both entrepreneurial and professional roles, the alumni project connects current students to graduates working in the industry to build networking opportunities.

### **University of West London**

Students enrolled in the BA (Hons) Screen Acting Programme will be jointly enrolled with University of West London (UWL) and MetFilm School. You will be introduced to UWL during the first week when you visit the St. Mary's Road campus to tour the main facilities and visit the library. You will have access to some of UWL's student support framework, which include the following services:

- Library Services
- Student Union

### **Student Senate**

Student representatives are a very important part of the governance of MetFilm School and in October 2019 we will be launching a new Student Senate which will be a self governing group of student representatives across undergraduate and post graduate courses.

The Student Senate will act as a general sounding board for student opinion. Operating across courses, the Student Senate will be chaired by a Student President and provides a forum within which students can present views on any non-course-specific matters affecting them. Issues raised, and actions arising from said issues, are raised via the appropriate Committees by the Student President (or Vice-President) for discussion and action.

Specifically, the Student Senate will:

- receive reports from student representatives on good practice and areas for improvement at institutional-level;
- update the student cohort on progress made against 'Your Voice, Your MetFilm School';
- receives reports from student representatives on any matters affecting them relating to Facilities, Student Services or other MetFilm School functions;
- communicate key updates to the student body.

The Student Senate is a valuable source of feedback on MetFilm School's wider issues and a key opportunity to discuss and refine MetFilm School's Annual Quality Improvement Plan with Student Body representation.

## 12. 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.*

Module Title and Code	Core or Optional	Credit	Assessment Type	Weighting (%)	Overall pass mark	Minimum %	Submit Week (indicative)
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### Level 4

Ideas and Story I MA401120	C	20	Portfolio	100%	40%	N/A	5
Acting for Screen	C	20	Written assignment	100%	40%	N/A	10
Acting Theory and Technique	C	20	Oral assignment	100%	40%	N/A	14
Post Production I MA401140	C	20	Written assignment	100%	40%	N/A	27 (split delivery)
Character and Performance I MA401100	C	20	Portfolio	100%	40%	N/A	20
Screen Business and Integrated Production (Short Form Acting)	C	20	Artefact	100%	40%	N/A	25

### Level 5 split into two sections – 'Episodic and Genre'

Working with Text A1	C	20	Written assignment	50%	40%	N/A	41 <i>End of block submissions</i>
Working with Text A2	C		Oral assignment	50%	40%	N/A	56 <i>End of block submissions</i>
Character and Context A1	C	20	Written assignment	50%	40%	N/A	41
Character and Context A2	C		Oral assignment	50%	40%	N/A	56
Genre A1	C	20	Artefact	60%	40%	N/A	56
Genre A2	C		Oral assignment	40%	40%	N/A	56
Acting for Camera A1	C	20	Portfolio	50%	40%	N/A	41
Acting for Camera A2			Artefact	50%	40%	N/A	56
Casting A1	C	20	Artefact	50%	40%	N/A	41
Casting A2	C		Written assignment	50%	40%	N/A	56
Screen Business and Integrated Production (Episodic Acting) A1	C	20	Artefact	60%	40%	N/A	41

Screen Business and Integrated Production (Episodic Acting) A2	C		Written Assignment	40%	40%	N/A	56
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### Level 6

Advanced Acting I A1	C	20	Artefact	60%	40%	N/A	60
Advanced Acting I A2			Written assignment	40%	40%	N/A	60
Advanced Acting II A1	C	20	Artefact	60%	40%	N/A	65
Advanced Acting II A2	C		Written assignment	40%	40%	N/A	65
Screen Business and Integrated Production (Long Form Acting) A1	C	20	Oral assignment	50%	40%	N/A	74
Screen Business and Integrated Production (Long Form Acting) A2	C		Artefact	50%	40%	N/A	74
Creative Development A1 MA60124E	C	20	Written assignment	50%	40%	N/A	78
Creative Development A2 MA60124E	C		Written assignment	50%	40%	N/A	78
Graduation Project A1** MA601270	C	40	Portfolio	25%	40%	N/A	88
Graduation Project A2** MA601270	C		Artefact	50%	40%	N/A	88
Graduation Project A3** MA601270	C		Written assignment	25%	40%	N/A	88

\*\* Graduation Module is a shared module with BA Practical Filmmaking. The weightings are being revised at the current BA Practical Filmmaking Major Modification to reflect the above.

### 13. External Examiner Arrangements *who checks the standards and quality of the course?*

Alan Dunnett

## Part B: Key Information

1.	<b>Awarding Institution</b>	University of West London		
2.	<b>UWL School/College</b>	LSFMD		
4.	<b>Academic Partners and type of arrangement</b>	Validated Provision		
5.	<b>Course recognised by</b>	N/A		
6.	<b>Sites of delivery</b>	MetFilm School Ealing Studios, Ealing Green, London W5 5EP		
7.	<b>Modes and duration of delivery</b>	Full Time, 2 years		
8.	<b>Sequencing</b>	September only start		
9.	<b>Final enrollable award(s)</b>	BA (Hons)		
10.	<b>Level of final award</b>	6		
11.	<b>Credit for final award (CATS and ECTS)</b>	360 CATS 180 ECTS		
12.	<b>Exit awards and credits</b>	Cert HE, 120 credits Dip HE, 240 credits		
13.	<b>UCAS code(s) (UG programmes)</b>	Institution Code: M73 Course Code: W410		
14.	<b>QAA Subject Benchmarking Statement</b>	Drama, Dance and Performance Communication, Media, Film and Cultural Studies		
15.	<b>Apprenticeship Standard title and code</b>	N/A		
16.	<b>Course-specific Regulations</b>			
17.	<b>Language of study</b>	English		
18.	<b>Original approval Date</b>	21 June 2019	<b>Last Revision Date</b>	<a href="#">Click here to enter text.</a>