Programme Specification for BA (Hons) Screenwriting

This document applies to Academic Year 2018/19 onwards

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award**	BA Hons
5.	**Programme title**	Screenwriting
6.	**Pathways available**	Major, Joint and Minor.
7.	**Mode and/or site of delivery**	Standard taught programme
8.	**Mode of attendance**	Full time and part time, some modules will be offered in the evening
9.	**UCAS Code**	Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx
10.	**Subject Benchmark statement and/or professional body statement**	Communication, Media, Film and Cultural Studies 2008; Dance, Drama & Performance, 2007
11.	**Date of Programme Specification preparation/ revision**	January 2013. April 2014- JOIN modules coded added to Level 6 JH options. June 2014 – SCRN1000 change of title and removal of excluded combinations. FLMS1200 replaced by SCRN1001. August 2014 and October 2014 – regulations amended October 2014 – New Level 6 module added SCRN3000. March 2015 – New Level 5 module added SCRN2003. DRAM2211 and DRAM3211 added as shared optional modules. June 2015 – Major Pathway added to the course. Change of title to SCRN2000. January 2016 – SCRN2001 removed and replaced with SCRN2101. June 2016 – New module added SCRN2007 August 2017 – AQU amendments. January 2018 – New modules added: SCRN2005, SCRN2102, and SCRN3007. MECS2017 removed. Change of title to SCRN2002. August 2018 – AQU amendments. December 2019 – Change to module title SCRN3001/2. January 2020 – Change to module titles: SCRN3003 and SCRN3007. SCRN3004 removed.

12.   Educational aims of the programme

The course takes students through the processes, debates and practical skills involved in writing for the screen. It comprises film and television, fact and fiction, comedy and drama and is offered as a joint honours pathway alongside a range of complimentary subjects. The course aims to ensure that that all students will:

- develop a critical understanding of narrative processes, generic forms and modes of representation at work in film and television;
- acquire an understanding of the form through effective practical application;
- develop independent judgment, self-reliance and ability to work co-operatively with others;
- achieve the intellectual maturity to devise, research, develop, present and write an extended piece of independent work;
- develop the ability to assimilate, and judiciously use, the insights of scholarship and criticism in appreciating screenwriting;
- acquire and develop a range of subject-specific and transferable skills and qualities which will support students in academic study, graduate employment and/or postgraduate study;
- engage with independent and collective practice with the aim of developing a positive work ethic;
- develop creative and performance related skills consummate with those evident in professional practice.

13.   Intended learning outcomes and learning, teaching and assessment methods

<u>**Knowledge and understanding**</u>:

On successful completion of the course, students will be able to:
- create a range of scripts and other textual or documentary outputs;
- produce work which is informed by and contextualised within, relevant theoretical issues and debates;
- experiment with and develop, as appropriate, forms, conventions, languages, techniques and practices;
- describe, theorise, interpret and evaluate film and television texts from a range of critical perspectives;
- manage time and resources effectively, by drawing on planning and organisational skills;
- draw upon and bring together ideas from different sources of knowledge and different academic disciplines;

Examples of learning, teaching and assessment methods used:
There are a variety of session types employed in Screenwriting that include seminars, lectures and workshops. The nature of the sessions depends on the content of the module. Assessment methods also offer a variety across the modules, from script treatment and full scale scripts to essays and reflective commentary. Where possible a variety of assessment types have been employed.

<u>**Cognitive and intellectual skills**</u>:

On successful completion of the course, students will be able to:

- present written and oral accounts in a clear, lucid and coherent fashion;
- exchange views with others in a constructive and open-minded context so as to work co-operatively with students from diverse backgrounds;

- express their own opinions and defend their own critical judgments;
- use the medium of screenwriting in imaginative and creative ways to communicate ideas

Examples of learning, teaching and assessment methods used:
Screenwriting employs a wide range of learning and teaching methods such as practical workshops, lecture/seminars, screenings, large and small group discussion and presentations and as such is inclusive for a variety of learning styles. The duration of the teaching sessions for a 15-credit module would normally be three hours and students will be required to work independently and/or in small groups both within and outside of timetabled sessions.

Practical skills relevant to employment:

On successful completion of the course, students will be able to:

- formulate and complete a script
- be able to pitch an idea to a panel of potential backers
- research an idea and develop a concept from it
- successfully communicate the idea to others

Examples of learning, teaching and assessment methods used:
Screenwriting makes use of the workshop format, whereby student's work is continually worked on throughout the academic year. There are also exercises in pitching to an industry, creating the initial concept and research assignments that encourage students to see themselves as engaging with industry standards.

Transferable/key skills:

On successful completion of the course, students will be able to:

- acquire a range of transferable skills, graduate attributes and personal qualities, which will enhance their confidence and independence both during and after their studies;
- develop an independent, organised approach to learning, and thereby practise time management skills through working to deadlines;
- develop the ability to work productively with others in groups so as to sustain exploratory discussions, plan work and explore diverse opinions with respect and critical acumen;
- work collectively on practical tasks and performances offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives;
- develop the autonomy to construct and sustain a programme of study that allows for varying degrees of specialisation in the area of screenwriting;
- work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.

Examples of learning, teaching and assessment methods used:
There are a range of competences needed for successful completion of the work and it is these transferable skills that make graduates in this domain much sought after in other environments,

thereby enhancing a students' profile and employability. These include the following: timekeeping, literacy, ability to work independently, communication and so on.

14.   Assessment Strategy

As with other courses in the University, Screenwriting has a variety of assessment types which are both formative and summative. Formative assessments normally carry no weighting but are critical for the students' development and preparation for the related summative assessment. Formative assessment can take the form of learning team or peer review or presentations and rehearsed readings. In addition formative assessment can be a part of the individual tutorial system. Each assessment is aligned with its intended learning outcomes and learning activities so it is clear what is being assessed.

The overall assessment strategy is designed to facilitate student's independent learning and to introduce them to a wide variety of employment options. It builds towards the completion of either a major project or an independent study in level six, with smaller projects throughout levels 4 and 5 imbuing students with the basic skills to complete this. Along with the major project or study there are a series of summative and formative projects that are designed to facilitate the student's entry into the workplace (pitches, concept creation etc). These become more prominent towards the end of level 5 and in level 6 with the explicit assumption that they can be used to prepare students for employment in any field.

The assessment programme is such that it:
- has module learning outcomes which relate to the course outcomes;
- has assessment criteria that can be applied to all learning outcomes in Screenwriting;
- is both course-led and student-centred and can be negotiated where appropriate;
- is process and product based.

The assessed learning which students may achieve on the course can be classified under four different headings, or domains:
- *the conceptual* involves research, selection and analysis;
- *the productive* demands the interpretation and application of research;
- *the contextual/critical* evidences critical thinking and;
- *the personal/interpersonal* tracks the development of those skills pertinent to organisation and successful completion of a project.

The assessment strategy offers opportunities for formative, summative and synoptic learning. A Screenwriting module assessment often requires a combination of practical work, for example a 15 minute opening extract of screenplay (normally around 15 pages) could also be supplemented by written work such as a 1500 word essay, critical analysis, creative treatment or learning report. Not all modules involve the disaggregation of marks because of the integrated nature of applying research to practice. Such modules carry a single 100% weighting that comprises research, application, learning journal and written analysis. This synoptic approach allows students to make positive connections across the course and the nature of the work enables them to practise and receive feedback via formative assessment. All work in Screenwriting encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, social contexts and practical methodologies.

15.   Programme structures and requirements

The course is available in full and part-time modes. In the first year students enter onto the Joint Honours pathway but thereafter have the opportunity to remain as joint honours or reduce to a Minor Pathway.

The degree programme has three levels, within the definitions of the Framework for Higher Education Qualifications and each level should total 120 credits.

Award map

Course Title: Screenwriting	Year of entry: 2018/19 onwards

Level 4					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O)) **Joint Hons**	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
SCRN1000	Scriptwriting: Ideas and Development	30	M	None	None
SCRN1001	Story Design and Analysis	30	M	None	None

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above to include SCRN1000 (30 credits) and SCRN1001 (30 credits).

Level 5							
Module Code	**Module Title**	**Credits (Number)**	**Status** (Mandatory (M) or Optional (O))			**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			Maj	**JH**	**Min**		
SCRN2000	TV Scriptwriting: Concept and Development	30	M	M	M	None	None
SCRN2002	Developing the Feature Film	15	M	O	O	None	None
SCRN2003	Writing for Radio	15	O	O	O	None	None
SCRN2005	Writing for Interactive Media	15	O	O	O	None	None
SCRN2007	Script Development Professional Practice	15	O	O	O	None	None
SCRN2101	Screen Adaptation: Texts, Audiences, Platforms	30	O	O	N/A	None	Excluded combination SCRN2001/SCRN2102
SCRN2102	Screen Adaptation: Texts and Platforms	15	O	O	O	None	SCRN2001/SCRN2101
DRAM2211	Playwriting	15	O	O	O	None	None

Joint, Major and Minor Honours Requirements at Level 5
Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5
Major pathway students must take at least 60 and no more than 90 credits from the table above to include SCRN2000 (30 credits) and SCRN2002 (15 credits), and at least one of SCRN2101 (30 credits) or SCRN2003 (15 credits).

Joint Pathway Requirements at Level 5
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include SCRN2000 (30 credits) and at least one of SCRN2101 (30 credits), SCRN2002 (15 credits) or SCRN2003 (15 credits).

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include SCRN2000 (30 credits).

Level 6							
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**			**Pre-requisites (Code of Module required)**	**Co-requisites/ exclusions and other notes**
			Maj	**JH**	**Min**		
SCRN3006	Industry, Practices and Applications	15	M	M	M	None	None
SCRN3000	Scriptwriting Negotiated Project	30	O	O	O	None	None
SCRN3001/2	Dissertation	30	O	O	N/A	None	Taken in one or two semesters. Excluded combination SCRN3003
SCRN3003	Feature Film (Dissertation)	30	O	O	O	None	Excluded combination SCRN3001/2
SCRN3005	Radio and Television Comedy	15	O	O	O	None	None
SCRN3007	Career Portfolio	15	O	O	O	None	None
DRAM3211	Writing for Performance	15	O	O	O	None	None

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6
Major pathway students must take either 75 or 90 credits from the table above to include *either* SCRN3001/2 (30 credits) *or* SCRN3003 (30 credits) and SCRN3006 (15 credits).

Joint Pathway Requirements at Level 6
Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include SCRN3006 (15 credits) and **either** SCRN3001/2 (30 credits) **or** SCRN3003 (30 credits).

Joint pathway students who choose to take their Dissertation (equivalent) in this subject must take **either** SCRN3001/2 **or** SCRN3003.

Joint pathway students who either choose to place their Dissertation (equivalent) in their other joint subject, or take JOIN3001/2 where a Dissertation covers both joint subjects, must take 45, 60 or 75 credits from the table above to include SCRN3006 (15 credits), excluding SCRN3001/2 and SCRN3003.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include SCRN3006 (15 credits).

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16.   QAA and Professional Academic Standards and Quality

The course reflects the subject benchmark statements for Communication, Media, Film and Cultural Studies (2008) and Dance, Drama and Performance (2007), The work is underpinned by appropriate theoretical approaches to production e.g. analytical, critical, contextual and the preparation for vocational destinations and the Framework for Higher Education Qualifications which are central to course design, assessment and student opportunity.

The course embraces the common features characterising the discipline such as:
* an applied understanding of processes and professional practices involved in the production of a screenplay;
* a critical and practical awareness of form and aesthetics;
* an understanding of narrative processes and representation;
* creative , innovative and imaginative skills combining both the conceptual and the practical;
* research - practical and/or theoretical and the location of practice within an appropriate framework of informing ideas and skills;
* intellectual analysis and critical reflection;
* self-management, initiative and independent learning;
* the acquisition of knowledge, skills and understanding through processes of research, action, reflection and evaluation;
* collaborative learning and heuristic principles, on 'learning through doing' in group contexts which fosters a range and high level of communication skills;
* analysis of theory and of performance texts, which may be written or notated and/or the study of the design and creation of performance as an event or process;
* research - practical and/or theoretical and the location of practice within an appropriate framework of informing ideas, history and skills.

Screenwriting is offered as a joint honours pathway and can be studied alongside other subject areas such as Film Studies, Digital Film Production, English Language, Journalism, or Drama & Performance.

The work is rigorously underpinned by appropriate theoretical approaches e.g. analytic, historical, critical, contextual and the preparation for vocational destinations and is located at Level 6 of the Framework for Higher Education Qualifications. The combination of subject areas creates the flavour for the course and reflects the subject benchmark statements by incorporating the opportunity to engage with video production, performance and the integration of a variety of modes of performance and creation, including other media and new technology.

17.   Support for students

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered support as appropriate to those needs at both University and subject level.

The Screenwriting Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. Student's transition into University life is assisted by an initial one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of Humanities and Creative Arts (IHCA) Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their

course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service. Students are also provided with a brief induction into their second and third year study.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available during semesters for drop-in sessions.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. Tutorials are held on a one-to-one basis during all years of study.

Staff teaching students on modules support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course Team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services which provides specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18. Admissions

Admissions Policy
The admissions policy for Screenwriting seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html.

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (Animation and Screenwriting WW68, Creative & Professional Writing and Screenwriting W990, Digital Film Production and Screenwriting WW6V, Drama & Performance and Screenwriting WW48, English Language and Screenwriting QW3V, Film Studies and Screenwriting PW38, Journalism and Screenwriting 50P6).

Part-time applicants apply directly to University of Worcester (UW).

Admissions/selection criteria
The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.
Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

19. **Methods for evaluating and improving the quality and standards of teaching and learning**

    The Screenwriting Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

    The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:
    - external Examiner's reports
    - statistical indicators of student progression and achievement
    - a range of indicators of student satisfaction including the NSS

    Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

    In writing the AER, the course team benefits from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Course Reps** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of

Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.

- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.

- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.

  The Screenwriting team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Couse Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

  The Course Team participates in a range of Course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for Hourly Paid Lecturers (HPLs)
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20.   Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the University's [Taught Courses Regulatory Framework](#).

21. Indicators of quality and standards

NSS:

Screenwriting is included as part of Film for NSS which achieves consistently high scores in the areas of teaching and academic support; including the following scores in 2012:

- Teaching 4.6
- Assessment and feedback 4.2
- Academic Support 4.4
- Overall Satisfaction 4.4.

Student Employment:

Screenwriting is still a relatively young course and information regarding the employment of graduates is somewhat frustrating. However, of those who answered the survey, 100% were in full time employment, there being an equal distribution across the various sectors (entertainment, leisure and so on). What is more noticeable is that a number of the graduates are actively working in the area or radio, TV, and public relations either drafting scripts for pitching or working in the media. Several of our students have gone on to do Postgraduate degrees in places like Birmingham University and King's College London Universities.

Student Progression:

The percentage of students achieving firsts or upper seconds was approximately 65% in 2011/12, reflecting the on-going commitment to improving quality on this programme.

External Examiner Reports:

The External Examiner has praised the course team's dedication to the teaching of screenwriting and confirmed that the work produced by the students is of a standard that is consistent with the rest of the sector. He states:

> "Students are exposed to a range of tutors with a range of experiences and expertise, which makes the overall 'package' of work lively and textured."

And

> "From the work that I saw, the strengths of the cohort seem to be an ability to produce material that is of industry standard/format/type, the tenacity to work on numerous project ideas at once, and an appreciation of the development process."

22. Graduate destinations, employability and links with employers

Graduate destinations
The subject area continues to create valuable links with employers and students have a wide range of opportunities to further their careers. There are connections with Raindance

Films in London, the Producers Forum in Birmingham, key Universities in America offering screenwriting, the Writers Guild of Great Britain and the Directors Guild of Great Britain.

Student employability

There is an emphasis within the course on developing a strong work ethic together with transferable and subject skills, which are critical for career development. These skills afford a wider access to a range of career opportunities and students are now working in a range of related professions from AV and Video companies to the BBC and Independent Television, local exhibition and theatre.

Links with employers

Screenwriting has set up on online forum where links from potential employers can be posted and accessed by students. This has proved to be a valuable resource for students wishing to collaborate on projects offered by local businesses. The Screenwriting course team also provides some links to employers though offering workshops and seminars attended by BBC producers and encouraging students to make use of the various online facilities such as the BB writer's room. Furthermore students benefit from the range of professionals who give an input at the annual IHCA Careersfest, thus broadening their understanding of potential career paths.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.