

## Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree in Screen Acting and Producing
<b>Teaching Institution</b>	Belfast Metropolitan College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	September 2024
<b>Date of latest OU (re)validation</b>	N/A
<b>Next revalidation</b>	01/09/2029
<b>Credit points for the award</b>	240 points
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	September 2024
<b>Underpinning QAA subject benchmark(s)</b>	QAA Undergraduate Subject Benchmark Statements for Communication, Media, Film & Cultural Studies (2019) and Dance, Drama and Performance
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Full time, Face to Face with online learning also used if appropriate and beneficial to learners.
<b>Duration of the programme for each mode of study</b>	Full Time – 2 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	30 <sup>th</sup> January 2024

**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 student module guide(s) and the learners handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

#### Educational aims and objectives

The proposed rationale is to:

1. Equip learners with the skills and knowledge relevant to employment in the acting industry and relevant creative and technical areas.
2. To support the participation of learners from a range of disciplines to equip them with the knowledge and skills to enter employment in screen acting and/or the Creative media industry at large.
3. To meet the needs of employers in screen sectors where acting and associated knowledge in relevant skills of the industry is required (including skills such as teamworking, script writing, project managing, directing, camera skills, lighting skills, sound capture skills and postproduction skills).
4. To provide a sustainable pipeline of new talent for employers in the growing area of film production and the creative media industry at large.
5. To provide an opportunity for learners to progress to a range of bachelor's degree (Hons) programmes.
6. To provide an opportunity for learners to experience and apply the knowledge and transferable skills in their future careers.

#### **Target Audience:**

The target audience is learners who have recently completed, A-Levels or equivalent in relevant subjects e.g. Drama, Drama and Theatre, Performing Arts, Theatre Studies, Media Studies, Creative Media Production, Moving Image Arts or Film Studies. However, students can join the course with no prior specialism or experience in these subject areas.

The learners should have a specific interest in developing a career in acting, however the skills would be transferrable to other areas of the industry e.g., Television production, Communications, Voiceover services, and in Advertising where delivering presentations to clients requires a degree of competence in acting and performance.

**Structure:**

- The FD in Screen Acting and Producing will be structured in a way that supports the transfer of academic knowledge and understanding and that this integrates with and supports the development of vocational skills and competencies, whilst ensuring academic rigour.
- The structure of the programme will take account of external reference points such as Frameworks for Higher Educational Qualifications, Professional Body accreditation schemes.
- The programme will ensure that the Work Based Learning (WBL) is relevant and contextualised within the scope of the industries needed to promote and ensure the availability of a pipeline of talent. WBL will also be structured to support the enhancement of relevant transferable skills needed for employment in this sector. Cognisance will also be given to ensuring the programme is representing opportunities for employment across small and medium sized production companies and enterprises and self-employment in the growing film industry.
- WBL will be supported to enable learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the course. WBL will be supported and encouraged throughout the course, with a core focus on Screen Acting and Producing. The WBL activities should lead to the identification and achievement of defined and related learning outcomes for the learner.
- The structure of the FD in Screen Acting and Producing will have at its core, an integrated approach to demonstration of characteristics that include employer involvement; accessibility; articulation and progression, flexibility and partnerships with industry.
- The learners will take part in extracurricular opportunities in Screen Acting and Producing, giving them real work experience of the industry. Learners will be encouraged to audition for roles throughout their learning and to submit their final productions, created throughout their course, to film and acting festivals, including but not limited to; RTS Student Awards and the National Theatre's Connections Festival. This will develop the learner's business, communication and teamworking skills as well as giving them a feel for the competitive nature of the acting and film production industry.

**At Level 4 learners will undertake 5 mandatory modules:**

- **Fundamentals of Acting Techniques (15)**
- **Script and Performance (15)**
- **Production Skills (30)**
- **Acting Portfolio (30)**
- **The Business of Acting (30)**

**At Level 5, learners will undertake 5 mandatory modules**

- **Advanced Script and Performance (15)**
- **Application of Technique for Professional Practice (15)**
- **Advanced Production Skills (15)**
- **Final Showcase (30)**
- **Work Based Learning (45)**

Upon successful completion of Level 4 and Level 5 modules, students will have attained the award of Foundation Degree (FD).

The programme will prepare learners to work in many creative industries covering a wide range of jobs.

#### 2.4 List of all exit awards

Certificate in Higher Education (Cert HE) upon successful completion of 120 credits at Level 4.

Foundation Degree (FD) upon successful completion of 240 credits at Levels 4 and 5.

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b><u>Programme Structure - LEVEL 4</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Fundamentals of Acting Techniques	15			Yes	1/2
Script and Performance	15			Yes	1/2
Acting Portfolio	30			No	1/2
Production Skills	30			No	1/2
The Business of Acting	30			No	1/2

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1: Identify and demonstrate knowledge of some of the theories, concepts and principles underpinning the Acting discipline.</p> <p>A2: Show knowledge of industry trends in the field of Acting, screen or multimedia.</p> <p>A3: Demonstrate skills, techniques and understanding necessary for the discipline of acting for camera.</p> <p>A4: Demonstrate understanding of text analysis methods.</p>	<ul style="list-style-type: none"> <li>• Teaching and Learning Methods: Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the college’s Virtual Learning Environment.</li> <li>• Assessment Methods: Coursework related to assignments, case studies and projects, presentations, practical observation and project reports.</li> </ul>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Apply acting techniques for screen and Multimedia work.</p> <p>B2: Apply a range of skills and techniques to develop a portfolio of creative work.</p>	<ul style="list-style-type: none"> <li>• Learners are challenged to develop their cognitive skills by developing a range of acting styles and techniques which they will apply to a variety of projects.</li> <li>• Intellectual qualities are developed through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</li> <li>• Learners will be presented with briefs, both live and simulated, that utilise Project Based Learning (PBL), a student centred pedagogy.</li> </ul>

3B. Cognitive skills	
	<ul style="list-style-type: none"> <li>At Level 4 learners will be introduced to fundamental practices across the industry that they will further build on and analyse at level 5.</li> </ul> <p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>Learners will be assessed on their ability to critique and evaluate research into their subject. They will develop their knowledge using independent thinking skills and produce recommendation based upon and justified through supporting literature.</li> <li>The assessment focuses on the coursework submissions, end of semester presentations, essays and project reports. Some of these skills are assessed in formal presentations.</li> <li>Assessment strategies offer clear guidance concerning future development. Self reflection and peer evaluation constitute an important part of formative assessment.</li> </ul>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1: Undertake practical activities using technical skills and procedures whilst working as an actor or manager/team member.	<p><b>Teaching and Learning Methods:</b></p> <ul style="list-style-type: none"> <li>Lectures, tutor directed tutorials, student led seminars, supervised practical sessions and self directed learning employing and use of the College's Virtual Learning Environment.</li> </ul>

<b>3C. Practical and professional skills</b>	
<p>C2: Demonstrate practical and professional skills with due regard for procedures, concepts and safe working practices.</p> <p>C3: Undertake independent research and effectively communicate findings.</p> <p>C4: Originate creative content for screen and multimedia.</p>	<p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Coursework related to assignments, case studies and projects, presentations, observation and project reports.</li> <li>• Application of hardware and software in an industry context.</li> <li>• Guest speakers/workshops to reflect on industry standards, procedures, best practice and current trends.</li> <li>• Use of project based activities and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.</li> </ul>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1: Develop effective written and oral communication and numerical skills including the application of IT.</p> <p>D2: Use organisation skills (including task, time management and problem solving) both individually and in groups.</p> <p>D3: Develop the ability to self appraise and reflect on practice in order to improve future performance.</p>	<ul style="list-style-type: none"> <li>• Transferable and fundamental skills are delivered throughout the course, i.e., lectures, coursework assignments. The teaching and learning of ICT skills will be within the course structure. Workshops include demonstrations such as ICT skills, PowerPoint and other I.T. applications, presentations and library research skills. Other learning and teaching methodologies include team teaching, demonstration and peer learning.</li> <li>• Workshops with lecturing staff and visiting professionals will support learners with research, academic writing and referencing throughout the year. Teaching and learning will be contextualised</li> </ul>

<b>3D. Key/transferable skills</b>	
	<p>with social, ethical and legal relevance to the industry. Collaboration and communication techniques will be utilised through all learning and teaching activities, group discussions and simulations, project based learning activities, report writing and blended and virtual learning platforms.</p> <ul style="list-style-type: none"> <li>Over the course of the programme, learners are provided with essential information which they must then research, analyse and interpret. Learners will undertake further independent reading to broaden the understanding of specific problems and design principles. This is designed to stretch and challenge learners and develop their ability at Level 4 as preparation for Level 5. Creative thinking and critical analysis are engendered in every aspect of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level.</li> </ul> <p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>Learners will develop subject knowledge from data examination and enhance their understanding of assessments. Throughout the programme learners will develop digital literacy by completing assessments and presentations using suitable methods.</li> <li>The testing of learner knowledge is principally through coursework assignments, reports, experimental reports and class tests. Assessment of teamwork is through submission of teamwork tasks, student/peer and self assessment and oral presentations.</li> </ul>

<b>3D. Key/transferable skills</b>	
	<ul style="list-style-type: none"> <li>Assessment strategies offer students clear guidance regarding future development. Self reflection and peer evaluation constitute an essential part of formative assessment.</li> </ul>

**Exit Award: Certificate in Higher Education in Acting for Screen and Producing**

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Advanced Script and Performance	15			Yes	1/2
Application of Technique for Professional Practice	15			Yes	1/2
Advanced Production Skills	15			Yes	1/2
Final Showcase	30			No	1/2
Work Based Learning	45			No	1/2

**Intended learning outcomes at Level 5 are listed below:**

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A1: Critically analyse acting theories, concepts and principles within the context of screen production.</p> <p>A2: Be able to apply advanced acting processes and procedures for screen.</p> <p>A3: Demonstrate detailed knowledge of the role of an actor when preparing performance based on textual analysis.</p>	<p><b>Teaching and Learning Methods:</b></p> <ul style="list-style-type: none"> <li>• Lectures, tutor directed tutorials, supervised practical sessions, student led seminars and use of the College’s Virtual Learning Environment.</li> </ul> <p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Coursework related to assignments, case studies and projects, written unseen examinations, open book assessments, presentations, practical observation and project reports.</li> </ul>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1: Exercise critical thinking in the analysis of a range of acting theories, principles and concepts.</p> <p>B2: Show critical analysis of current practices in the sector to initiate improvement.</p> <p>B3: Select, synthesise and analyse research from multiple sources, including the appropriate acknowledgement and referencing of sources.</p>	<p><b>Learning and Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• These intellectual cognitive skills are developed through lectures, seminars, tutorials or practical based activities, independent project work and work based learning activities.</li> <li>• As with Level 4, learners will be presented with briefs however, at Level 5, project based learning will move to more complex industry defined problems, forcing the learners to develop their critical thinking, creativity and communication skills.</li> </ul>

<b>3B. Cognitive skills</b>	
<p>B4: Critically assess and reflect on own performance and peer feedback, providing constructive feedback where needed.</p>	<ul style="list-style-type: none"> <li>At Level 5, WBL will guide the learners to develop more critical awareness, enabling learners to formulate ideas and confidently research and experiment to strengthen their outcomes.</li> </ul> <p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>The formative and summative assessment focuses on coursework submissions, essays and project reports. Other assessment evidence may be generated using Log Books / Diary / Digital Diary, Reflective Journals, A/V evidence and completed products.</li> <li>Assessment strategies offer learners clear guidance regarding future development. Self reflection and peer evaluation constitute an important part of formative assessment.</li> <li>Where learners solve real life problems, cognitive skills are assessed via pitching and presenting ideas and peer feedback.</li> </ul>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1: Plan, design and execute practical activities using techniques and procedures appropriate to acting for screen.</p> <p>C2: Demonstrate practical/professional skills within a team setting.</p> <p>C3: Plan, design and create creative content using appropriate equipment and technology.</p>	<p><b>Teaching and Learning Methods:</b></p> <ul style="list-style-type: none"> <li>Lectures, tutor directed tutorials, learner led seminars, supervised practical sessions and self directed learning and use of the College's Virtual Learning Environment.</li> </ul> <p><b>Assessment Methods:</b></p>

<b>3C. Practical and professional skills</b>	
	<ul style="list-style-type: none"> <li>• Coursework related to assignments, case studies and projects, presentations, practical examination/observation and project reports.</li> <li>• Site visits to organisations and companies to reflect on industry standards, procedures, best practice and current trends.</li> <li>• Use of project-based module and case studies to build on knowledge and apply theoretical concepts and practical skills to real life situations.</li> </ul>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1: Identify key problem areas and choose appropriate tools and methods, numeracy and literacy skills, research and information for their resolution.</p> <p>D2: Interact effectively within a team, giving and receiving information and ideas and modifying response where appropriate, to develop professional working relationships.</p> <p>D3: Demonstrate personal and interpersonal skills such as the effective planning, organising, management of and responsibility for contributing to the bringing of projects to completion on time either independently or as a team member.</p>	<p><b>Learning and Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Key/transferable skills will be developed through lectures, seminars and tutorials. This also includes ICT skills, information management, library research skills and preparation for placement activities. All transferable skills apply to theoretical disciplines, practical and work based activities. Other learning and teaching methodologies include team teaching, demonstration and peer learning.</li> <li>• Learners will be provided with key information which they will research, analyse and interpret, then seek out further reading where they must independently broaden their understanding of specific problems and creative design principles. The fundamental</li> </ul>

<b>3D. Key/transferable skills</b>	
<p>D4: Evaluate own strengths and weaknesses and develop own criteria and judgement.</p>	<p>design of the programme is to stretch learners, develop their skills at Level 5 as preparation for Level 6 and industry.</p> <ul style="list-style-type: none"> <li>• Work Based Learning at Level 5 enable students to work in industry (or simulated) contexts driving them to become effective in their time management, taking responsibility for their work and managing working with others in a professional environment.</li> <li>• Creative thinking and critical analysis are applied to all aspects of the programme and will be further fostered and encouraged through lecturer mentoring weekly. Discussion and critiques support the development of problem resolution at a higher intellectual level. At Level 5, learners are encouraged to develop their self reflection and set targets with the tutor, reflecting on feedback and responding to this.</li> </ul> <p><b>Assessment Methods:</b></p> <ul style="list-style-type: none"> <li>• Formative and summative assessments will be shown through coursework submissions, essays and project reports. Other assessment evidence may be generated using Logbooks / Diary / Digital Diary, Reflective Journals, audio visual evidence and completed products, peer and supervisory review/evaluation.</li> </ul>

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework  
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes												
		A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	D1	D2	D3
4	Fundamentals of Acting Techniques	✓		✓	✓	✓			✓		✓			✓
	Script and Performance				✓		✓				✓		✓	
	Acting Portfolio			✓			✓				✓	✓	✓	✓
	Production Skills		✓	✓		✓		✓	✓	✓	✓		✓	✓
	The Business of Acting	✓					✓		✓	✓		✓	✓	✓

Level	Study module/unit	Programme outcomes													
		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4

5	Advanced Script and Performance	✓				✓	✓		✓					✓	
	Application of Technique for Professional Practice		✓	✓	✓			✓	✓		✓	✓			✓
	Advanced Production Skills		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
	Final Showcase	✓	✓					✓	✓	✓	✓		✓	✓	✓
	Work Based Learning	✓				✓	✓	✓				✓	✓		

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable learners to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.