University of Huddersfield Programme Specification

|  |  |  |
| --- | --- | --- |
| **1.** | **Awarding institution** | University of Huddersfield |
| **2.** | **Teaching institution** | University of Huddersfield |
| **3.** | **School and Department** | School of Arts and Humanities  Department of Communication and Humanities |
| **4.** | **Course accredited by** | N/A |
| **5.** | **Mode of Delivery** | Full time and part-time |
| **6.** | **Final Award** | BA (Hons) |
| **7.** | **Course Title** | Screenwriting |
| **8.** | **UCAS Code** | TBA |
| **9.** | **Subject benchmark statement** | English (2015) |
| **10.** | **Date of programme specification approval** | August 2023 |

**11. Educational Aims of the Course**

The course aims include both the University of Huddersfield Graduate Attributes for all taught degree courses and specific course aims for the named award/s.

All taught degree courses enable graduates to develop the following attributes core to the University of Huddersfield.

University of Huddersfield Graduate Attributes

1. Self-motivated

2. Commercially aware

3. Enterprising

4. Resilient

5. An effective collaborator

6. A confident leader

7. Globally and socially aware

8. Plans growth and development

In addition, this course aims to introduce students to the art, craft, and business of screenwriting, and to develop their potential as writers of scripts across a range of contemporary media. It is designed to give students the broadest possible cultural grounding, beginning with the study of well-known literary forms as well as of the make-up of today’s film and media industries. As the course progresses, students will gain practical experience of working collaboratively on film-making projects, as well as getting the opportunity to develop themselves as writers by experimenting with different forms of creative writing.

The course also aims to equip students for the real world by exposing them to a broad range of career opportunities. In their final year, students will assemble a portfolio of their writing and receive guidance on how to find a public outlet for it. Besides training each student to become a screenwriter with a unique and distinctive voice, the course will also give them opportunities to explore a range of other careers in the film, television, and media industries, and in other forms of creative and professional writing such as screen journalism. A work experience placement is an integral part of the degree’s intermediate level, and students may use this as an opportunity to prepare for a sandwich year if they so wish.

Staff delivering the course are all actively engaged in practice-based and/or scholarly research in their fields, so teaching of undergraduates is always underpinned by contemporary creative practice, by the most up-to-date ideas in the discipline, and by the latest developments in the media industries.

**12. Intended Learning Outcomes**

**Subject specific knowledge and understanding outcomes:**

On completion of the course students will:

1. have a critically informed and self-reflexive knowledge of key aspects of screenwriting and scriptwriting;
2. understand the concepts, modes of analysis and theoretical approaches that underpin the study of media such as film and television, as well as being able to articulate their value and importance;
3. have detailed knowledge of how film/television/media organisations operate, and how the role of the scriptwriter is positioned within them;
4. have acquired a wide-ranging awareness of the main genres of literature, film, television, and/or other media.

# Skills and Other Attributes (practical)

On completion of the course students will be able to:

5. demonstrate creativity, originality, and versatility in writing scripts that are appropriate to the brief and that are delivered on schedule;

6. exercise highly effective time-, resource-, project-, and personal management skills;

7. think critically and develop a reasoned argument to support their views;

8. assess and debate the merits of competing theories;

9. critically review and evaluate evidence.

# Professional Practical Skills

On completion of the course students will be able to:

10. write scripts to industry standard with a distinctive style and voice;

11. position and pitch their screenwriting work in relation to the conventions of genre and the demands of film/television/media industries;

12. exercise editorial judgement in relation to their own work and that of their collaborators;

13. undertake employment at graduate level;

14. additionally, students will have had the option to develop their creative writing skills across a range of other non-screen-based genres.

# Transferable/Key Skills

On completion of the course students will be able to:

# 15. employ a broad range of sophisticated and effective written and oral communication skills in a variety of contexts and for different audiences;

# 16. work independently and/or in collaboration with others on projects of different kinds, while applying self-direction and self-evaluation skills to their own contribution;

# 17. exercise initiative, creativity, sound judgement, and resilience;

# 18. employ advanced problem solving, planning, and management skills;

19. critically reflect on graduate level career opportunities, and adapt their personal development strategies accordingly;

20. students who have done a sandwich year option will demonstrate an advanced ability to make mature choices in career and personal development.

**13. Course Structures and Requirements, Levels, Modules, Credits and Awards:**

The course is designed as a full time four year undergraduate course with the added benefit of students being able to broaden their educational experience, employability skills and personal confidence by taking a Work Placement year and gaining 120 credits where they opt to do this. All students are encouraged to take a placement year, but may opt out of this and complete the course in three, full-time years of study.

The course may also be taken as a part-time course, although the Work Placement year would not be an option. At the point of entry all students will be expected to achieve at least 360 credits, 120 credits at each level. This will not always be possible and some students may gain interim awards for completion of earlier stages of the course.

The Screenwriting course is broadly organised to reflect a developmental process. At foundation level, students are treated as aspiring writers at the start of a journey: they will be trained in the rudiments of screenwriting, as well as in the discipline of creative thinking and practice. These skills are backed up by a broad-ranging survey module which enhances students’ cultural capital by exposing them to the main literary genres and forms.

At intermediate level, the emphasis on scriptwriting increases, and the emphasis on the study of literature diminishes, both reflecting and enhancing the students’ development as screenwriters. Students will develop their understanding of various screen genres (film and TV, comedy and drama) as well as the practical skills involved in writing for performance beyond the page. The culmination of the intermediate level study is the drafting of a substantial script for the 40 credit core Screenwriting Project 1 module. There is a clear emphasis on the vocational in this year, including a work placement and an industry- and career-grounded module from Media and Film, and the option to try out other forms of writing or to develop proficiency in a Modern Foreign Language. Students will be encouraged and supported in pitching their scripts and developing collaborative interdisciplinary partnerships within the Screen Academy in preparation for the final year or for an industry placement during the sandwich year.

At honours level, students undertake a Script in Production module that will further enhance their collaborative skills as they pitch and develop an existing script in dialogue with screen production and/or screen performance practitioners. In Screenwriting Project 2 students will prepare and package a portfolio of work that is ready to pitch to the industry. Alongside these core modules students have the option to study modules exploring the cultural and aesthetic value of film, television and streaming media, to learn a Modern Foreign Language or to broaden their experience of different genres of creative writing.

The range of optional modules on offer in any particular year may depend upon staff availability. For the same reason, further optional modules may be validated and offered as part of this programme in the future.

**BA Screenwriting – course structure**

**Year 1 (Level 4) – FOUNDATION**

Students take the following core modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Term** | **Title** | **Credit** | **Module type** |
| AFE1402 | Yearlong | Introduction to Screenwriting | 30 | Core |
| AFE1218 | Yearlong | Introduction to Creative Writing | 30 | Core |
| AFC1417 | Term 1 | Storytelling and Editing | 40 | Core |
| AFC1023 | Term 2 | Analysing Content: Text Genre and Image | 20 | Core |

**Year 2 (Level 5) – INTERMEDIATE**

Students take the following core modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Term** | **Title** | **Credit** | **Module type** |
| AIE2401 | Term 2 | Screenwriting and Genre | 20 | Core |
| AIE2303 | Term 1 | Writing Beyond the Page | 20 | Core |
| AIE2402 | Yearlong | Screenwriting Project 1 | 40 | Core |
| AIX2000 | Yearlong | Work Experience Placement | 20 | Core |

Plus 20 credits from one of the following

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AIC2119 | Term 1 | From Studio to Social Media: Media Careers & Entrepreneurship | 20 | Option |
| AIC2422 | Term 2 | Production Management | 20 |
| AIC2117 | Term 1 | Film and Television Fandom and Participatory Media | 20 |
| AIC2810 | Term 2 | Global Popular Cinema: Hollywood and Beyond | 20 |

**Year 3 – Placement Year**

Students must take module ASX0001 Work Placement Year to qualify for the award BA (Hons) Screenwriting (Sandwich). Alternatively, they may progress from Year 2 to Year 4 directly, to qualify for the BA (Hons) Screenwriting.

Personal Development Planning in year 3 will be delivered via the personal tutee system and the module leader. Students will be monitored via electronic contact and placement visits (see Appendix 1). Students are expected to source their own placements, however the School’s Placement Advisor will offer support and guidance to students in areas such as providing lists of possible placements, advice on writing CVs and cover letters and CRB requests.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ASX0001 | Yearlong | Work Placement Year | 120 | Optional |

**Year 4 (Level 6) – HONOURS**

Students take the following core modules:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Term** | **Title** | **Credit** | **Module type** |
| AHE3403 | Yearlong | Script in pre-Production | 40 | Core |
| AHE3402 | Yearlong | Screenwriting Project 2 | 40 | Core |

Plus TWO from a range of optional modules that may include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AHC3914 | Term 1 | Video Shorts: Music, Advertising and Short Film | 20 |  |
| AHC3803 | Term 2 | Fantasy, Horror and Cult Film | 20 |
|  |  |  |  |
| AHE3308 | Term 1 | Experimental Writing | 20 |
| AHE3303 | Term 2 | Creative Writing Project: Going Public | 20 |

**Part-time students** take modules from the above levels (foundation, intermediate and honours), taking (typically) two years to complete each level. The following outline of study would be recommended to part-time students; however, the choice and order of modules (at any of the three levels) may vary depending on student preference, availability of modules and time taken to complete the degree.

**Year 1 (Level 4) – FOUNDATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Term** | **Title** | **Credit** | **Module type** |
| AFE1402 | Yearlong | Introduction to Screenwriting | 30 | Core |
| AFE1218 | Yearlong | Introduction to Creative Writing | 30 | Core |

**Year 2 (Level 4) – FOUNDATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** |  | **Title** | **Credit** | **Module type** |
| AFC1023 | Term 2 | Analysing Content | 20 | Core |
| AFC1417 | Term 1 | Storytelling and Editing | 40 | Core |

**Year 3 (Level 5) – INTERMEDIATE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** |  | **Title** | **Credit** | **Module type** |
| AIE2401 | Term 2 | Screen Writing and Genre | 20 | Core |
| AIE2303 | Term 1 | Writing Beyond the Page | 20 | Core |
| AIX2000 | Yearlong | Work Experience Placement | 20 | Core |

**Year 4 (Level 5) – INTERMEDIATE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** |  | **Title** | **Credit** | **Module type** |
| AIE2402 | Yearlong | Screenwriting Project 1 | 40 | Core |

Plus 20 credits from one of the following

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AIC2119 | Term 1 | From Studio to Social Media: Media Careers & Entrepreneurship | 20 | Optional |
| AIC2422 | Term 2 | Production Management | 20 |
| AIC2117 | Term 1 | Film and Television Fandom and Participatory Media | 20 |
| AIC2810 | Term 2 | Global Popular Cinema: Hollywood and Beyond | 20 |

**Year 5 (Level 6) – HONOURS**

Students take the following core module:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Term** | **Title** | **Credit** | **Module type** |
| AHE3402 | Yearlong | Screenwriting Project 2 | 40 | Core |

Plus ONE from a range of optional modules that may include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Options |
| AHC3914 | Term 1 | Video Shorts: Music, Advertising and Short Film | 20 |
| AHC3803 | Term 2 | Fantasy, Horror and Cult Film | 20 |
|  |  |  |  |
| AHE3308 | Term 1 | Experimental Writing | 20 |
| AHE3303 | Term 2 | Creative Writing Project: Going Public | 20 |

**Year 6 (Level 6) – HONOURS**

Students take the following core module:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Term** | **Title** | **Credit** | **Module type** |
| AHE3403 | Yearlong | Script in Pre-Production | 40 | Core |

Plus ONE from a range of optional modules that may include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | Options |
| AHC3914 | Term 1 | Video Shorts: Music, Advertising and Short Film | 20 |
| AHC3803 | Term 2 | Fantasy, Horror and Cult Film | 20 |
| AHE3308 | Term 1 | Experimental Writing | 20 |
| AHE3303 | Term 2 | Creative Writing Project: Going Public | 20 |

**Awards** under this programme are as follows:

|  |  |
| --- | --- |
| **Exit Awards** | **Learning Outcomes** |
| 120 credits at L4 or higher = Certificate of Higher Education in Screenwriting | L.O. 1-12, 14-19 |
| 240 credits, with at least 120 credits at L5 or higher = Diploma of Higher Education in Screenwriting | L.O. 1-19 |
| 300 credits, including a minimum of 60 credits at L6 = BA Screenwriting | L.O. 1-19 |
| 360 credits – BA (Hons) Screenwriting | L.O. 1-19 |
| 480 credits = BA (Hons) Screenwriting (Sandwich) (of which must include 120 credits from the placement year). | L.O. 1-20 |

120 credits = Certificate of Higher Education in Screenwriting

240 credits = Diploma of Higher Education in Screenwriting

300 credits = BA Screenwriting

360 credits – BA (Hons) Screenwriting

480 credits = BA (Hons) Screenwriting (Sandwich) (of which must include 120 credits from the placement year).

**14. Teaching, Learning and Assessment**

Students are treated equally for the purposes of teaching, learning and assessment. However, adaptations in delivery of materials and assessment arrangements are made (under the Equality Act 2010) for students with declared disabilities.

14.1 Teaching, learning and assessment are designed to offer students a variety of learning and assessment opportunities that align with their module learning outcomes and offer realistic and effective preparation for progression. They aim to be inclusive of diversity, to allow students to actively engage in learning and be successfully assessed in a variety of ways.

14.2 Learning and teaching is delivered in a range of formats including seminars, group work, practical experience, lectures, workshops, the VLE and Work placement. Modules are designed to embed transferable skills and to allow students to progressively increase their knowledge and confidence. Student-centred learning is used where appropriate and its role generally increases throughout the course.

14.3 Assessment aims to support learning and to measure achievement. Assessment methods are described in each module specification and module guide. All learning outcomes in a module are assessed and the mode of assessment is specified for each outcome. Assessment takes a variety of forms, as befits a degree that combines creative writing with scholarly analysis and with practical, industry-centred skills. Accordingly, the nature of the assessment varies considerably from module to module, and mirrors the modes of writing expected of graduates in this field, for example, scriptwriting, presentations, and essays.

14.4 Work based learning is a key component of the strategy for degree courses so students spend 150 hours in work placement. In addition, creative practitioners and professionals from industry will give workshops and have input throughout this highly vocational course. Both learning and assessment aims to develop the skills, knowledge and confidence to perform well in the work setting through integrated assignments and progressively greater student autonomy.

14.5 Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001) From September 2005 it has been a QAA requirement that all students have access to PDP. PDP enables the student to develop an awareness of their strengths and weaknesses, construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to students at the commencement of the course and is normally supported through the personal tutor system. PDP also provides a means for creating an effective CV.

Personal Development Planning is delivered through both formal (taught) and informal means. The provision of PDP at undergraduate level is adapted to the 2004 QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, to provide students with ‘appropriate opportunities for personal and professional development’ and to provide for the identification, regular review and recording of each student’s development needs.

The three strands of PDP opportunities for students are:

* Taught modules
* Extra study skills and development sessions
* Subject-based opportunities

Regular meetings with tutors help students ensure that they acquire all the appropriate skills leading up to graduation. This process begins with personal academic tutors using the Individual Learning Profile (ILP) to help identify perceived weaknesses and develop strategies to help students overcome these issues. The Dashboard is used to keep a record of these meetings. These, and PDP in taught modules and study skills sessions, help students to develop as they go through the course.

PDP is embedded throughout the course, through the summative assessment strategy of the three core screenwriting modules. Students keep a record of their progress, evaluating their strengths and weaknesses as students and as screenwriters, in a self-reflexive log that charts their journey through the course.

The academic aspect of personal development is covered in extra study skills workshops which are timetabled from the very start of the course, to cover key skills such as planning and writing essays. These sessions are timetabled as a key part of a core module in the first year (Literary Genres). They are delivered by library staff, ASTs, members of the academic teams, and invited guests.

The career development aspect of PDP is covered in a number of places. Most obviously, the intermediate level work experience placement is designed and positioned to steer students towards appropriate career planning. Dedicated support is available throughout, given at School level by the Careers Service, to aid students in preparing for the workplace. Students electing to take the work placement year are supported by their personal academic tutor. They are encouraged to reflect on their experiences and to consider its contribution towards their future career path and the skills they have to offer. Students are expected to gather evidence of the skills and experience gained as part of the assessment strategy.

The creative development of the student is addressed in the honours level creative writing project module, which is designed to get students to identify the strengths of their screenwriting work, so they are ready to pitch it to industry upon graduation.

The subject area also provides a range of discipline-related activities for students to get involved with. In addition to enriching their intellectual and social experience of University study, these activities provide experience of different kinds of interaction and organisation which will lead to personal development outcomes.

Throughout all levels of study, students are supported by their personal tutor.

14.6 The School uses Turnitin® via the virtual learning environment (VLE) to help both students and staff ensure and protect the originality of work submitted for assessment.

14.7 Where the nature of assignments undertaken might cause ethical concerns (for example, a controversial choice of topic for a script) the matter will be raised with the School Ethics Committee.

**15. Support for Students and their Learning**

**15.1** Support for students undertaking this course operates at University, School and Course level as follows:

**15.2** **University Level**

The University provides a range of centralised support services to students. This includes:

**15.2.1 Wellbeing Services**

There are a range of support options available through the wellbeing Service. The [wellbeing webpages](https://students.hud.ac.uk/help/wellbeing/) provide a more detailed explanation of these but support includes:

* Wellbeing and mental health support
* Welfare support
* Counselling
* Getting Back on Track with your studies
* Groups and workshops
* Self-help resources
* Support for student parents

The wellbeing Service also enables students to access a free, confidential platform called Togetherall. [Togetherall](https://students.hud.ac.uk/help/wellbeing/247support/togetherall/) has a range of self-help options to support emotional and mental wellbeing including advice, information and guidance, groups and courses to address emotional and mental health difficulties and support forums.

The service also delivers to support to students who have experienced harassment, bullying, hate incidents or hate crimes. You can find out more information about this on their [share and support page](https://students.hud.ac.uk/help/wellbeing/share-support/). The Share and Support tool is an online form which enables you to share and seek support for incidents. You can choose to complete this anonymously or provide your details so that we can contact you and offer support.

The service also supports students with GP registration so all students have access to treatment. The University Health Centre is a GP practice that is situated on the edge of campus. If you aren’t registered with a GP then you can consider registering with the health centre. You can find information about the practice on the [Health Centre web page](https://www.universityhealthhuddersfield.co.uk/).

**15.2.2 Disability Services**

Disability Services work with students who have one or more of the following: specific learning difficulties such as dyslexia; mental health difficulties such as anxiety and depression; an autistic spectrum condition; hearing impairments; visual impairments; long term medical conditions such as diabetes or cancer and physical or mobility difficulties. Where a disability or condition may have an impact on study, the service works alongside a student to identify the impact and coordinate appropriate support or adjustments. You can find out more about Disability Services on [their website](https://students.hud.ac.uk/help/disability/).

**15.2.3 Careers and Employability Service**

The Careers and Employability service provide support to students with:

* Jobs, work experience and volunteering
* CVs, applications and interviews
* Advice on further study
* Using assessment centres and psychometric tests
* Continued advice as a graduate

More information on their services can be found on [their website](https://students.hud.ac.uk/opportunities/careers/).

**15.2.4 The Student Finance Office**

The Student Finance Office services include:

* Information and guidance regarding possible sources of funding for all courses in the University.
* Budgeting advice to discuss a variety of options and strategies in order to manage on a budget.
* Facilities for the billing and payment of income to be collected by the University.
* Debt advice via personal and confidential sessions is available from trained staff along with mediation and resolution.

Further information can be found on the [student finance website](https://students.hud.ac.uk/help/finance/)

**15.2.5 Computing Services**

Computing Services provide induction and ongoing support for all students. More information on the range of computing services can be found on [their website](https://students.hud.ac.uk/studies/it/).

**15.2.6 Library** **Services**

Library Services provide induction and ongoing support for all students. More information on the range of library services can be found on [their website](https://library.hud.ac.uk/).

**15.3 School Level**

**15.3.1** The school has dedicated Academic Skills Tutors who deliver a range of generic skills. The AST offers help and advice with general study skills, IT, literacy and numeracy as well as research skills. The AST may also refer students for specialist support and assessment.

**15.3.2** In line with the Equality Act 2010, the School will make reasonable adjustments in order that disabled students can fully access their course. The University's Disability Support Service provides information and advice to disabled students about the support available and liaises with members of staff on disability related issues.

**15.4 Course Level**

At course level support is provided by:

* + 1. **Personal Tutor**

The University has implemented a personal tutor system for full time undergraduate students. This system aims to both improve the student experience of learning and teaching, and increase student retention and achievement rates. Specifically personal tutors:

* Provide a personal contact for the student within the University and the School.
* Act as a liaison between the student and course leaders to seek any improvements required
* Offer guidance, assistance and support in managing the students’ academic experience
* Recognise when the problems presented are beyond the personal tutors’ competence and seek guidance and support for the student through the University and/or School referral processes.
* Work with students to review and reflect upon their own progress and if necessary on ways to improve it.
* Take part in supportive training events.

Where personal tutor arrangements do not apply, the first point of contact for students is the Student Hub.

* + 1. **Module Leader**

The module leader is responsible for teaching, learning and assessment of the modules within this course.

* + 1. **Course Leader**

The course leader is responsible for the entire quality assurance arrangements for the course.

**15.4.4** **Joint Honours Tutor**

The joint honours tutor is responsible for overseeing the courses co-taught with other areas. S/He will establish a relationship with joint honours students during induction week, will maintain regular contact, be a point of contact for students and will take responsibility in matters concerning joint courses.

**16. Criteria for Admission**

The University of Huddersfield seeks and encourages applicants in order to widen participation, improve access and apply the principles of equal opportunities. We provide support for applicants who require additional assistance in order to select the right course of study and make a successful transition to studying at university. We encourage local, national and international applications. Further information for [**International Students can be found on their website**](http://www.hud.ac.uk/international)**.**

If you were educated outside the UK, you are required to have International English Language Testing System (IELTS) at a score of 6.0 with a minimum score of 6.0 in writing and a minimum of 5.5 in any single component. If you have alternative qualifications or do not meet the IELTS requirement we also offer a range of [**Pre-Sessional English Programmes.**](http://www.hud.ac.uk/international/pre-sessionalenglishprogramme/)

**16.2** The University provides opportunities for the accreditation of prior learning (APL) as stated in [Section 3 of the Regulations for Awards.](https://www.hud.ac.uk/policies/registry/awards-taught/section-c/)

**16.3** The University’s general minimum entry requirements are specified in Section 1.5 of the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught/section-1/)**.**

**16.4** Every person who applies for this course and meets the minimum entry requirement – regardless of any disability – will be given the same opportunity in the selection process. General advice and information regarding disability and the support the University can give can be found by contacting student services as follows:

Telephone**:** 01484 471001 via I-point

Email: disability@hud.ac.uk

Further information is available on the [disability services website.](http://students.hud.ac.uk/wellbeing-disability-services/disabilityservices)

Further advice on the specific skills and abilities needed to successfully undertake this course can be found by contacting the admissions tutor and by visiting our [course finder website page](https://courses.hud.ac.uk/2024-25/sort:title).

16.5 However, the specific entry requirements and admission criteria for the courses are detailed below:

* BBB at A Level

or

* 120-104 UCAS tariff points from a combination of Level 3 qualifications

or

* 120-104 UCAS tariff points from International Baccalaureate qualifications

or

* DDM in BTEC Level 3 Extended Diploma

or

* Pass Access to Higher Education Diploma with 45 Level 3 credits at Merit or above.

**16.7** Mature students and those with non-standard qualifications will be expected to demonstrate the potential for successfully completing degree level work. This will normally take the form of an appropriate Access or similar qualification but exceptionally students will be permitted to enter the course because they can convince admissions tutors of their capacity for advanced study. This will normally be achieved through an interview and submission of a piece of written work.

**16.8** In admitting students to the course, as in other respects, the course will conform to the University’s equal opportunities policy.

**17. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

**17.1** University: The methods for the validation and annual evaluation of courses, including those validated by external bodies, and for the review of teaching and research and of academic support services are specified in University’s [Quality Assurance Procedures for Taught Courses and Research Awards](https://www.hud.ac.uk/policies/registry/qa-procedures/).

**17.2** The School is committed to comprehensive student engagement and works actively with the University of Huddersfield Student Union to support this through the student representative system.

**17.3** Within the School students are represented at committee level from Student Panels to the School Board. Individual feedback on the quality and standards of teaching and learning is received through module and course evaluations.

**17.4** An effective external examination system is managed by Registry and all reports are viewed at University, School and course levels. External examiner and student feedback, as well as all statistical data about the course, is reported through the course committee structure and scrutinised through the University wide annual evaluation process.

**18. Regulation of Assessment**

**18.1** University awards are regulated by the [Regulations for Awards](https://www.hud.ac.uk/policies/registry/awards-taught) on the University website.

Quick links to the [Regulations for Taught Students, procedures and forms](https://www.hud.ac.uk/registry/current-students/taughtstudents/) can be accessed on the University website.

**19. Indicators of Quality and Standards**

**19.1** This course 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 he/she 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 the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Appendix 1**

**Mapping Course Learning Outcomes onto Modules**

FOUNDATION (Cert HE)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **CORE** | | | | | |
|  | **Intro to Screen**  **writing** | **Analysing Content: Text, Genre and Image** | | **Introduction to Creative Writing** | **Storytelling and Editing** | |
|  | **AFE1401** | **AFC1023** | | **AFE1305** | **AFC1417** | |
| Knowledge and understanding |  |  | |  |  | |
|  | ü | ü | | ü | ü | |
|  |  | ü | | ü | ü | |
|  | ü | ü | | ü |  | |
|  |  | ü | | ü | ü | |
| Skills and other attributes |  |  | |  |  | |
| 5. | ü | ü | | ü |  | |
| 6. | ü |  | | ü | ü | |
| 7. |  |  | | ü | ü | |
| 8. |  |  | | ü | ü | |
| 9. | ü |  | | ü | ü | |
| Professional practical skills |  |  | |  |  | |
| 10. | ü |  | |  |  | |
| 11. |  |  | |  | ü | |
| 12. | ü |  | | ü |  | |
| 13. |  |  | |  |  | |
| 14. |  |  | | ü |  | |
| Transferable/  key skills |  |  | |  |  | |
| 15. | ü | ü | | ü | ü | |
| 16. | ü | ü | | ü | ü | |
| 17. | ü | ü | ü | | | ü |
| 18. | ü | ü | ü | | | ü |
| 19. | ü |  | ü | | |  |
| 20. |  |  |  | | |  |

NOTE: All Learning Outcomes are covered by core modules except LO2, which is covered by all three options, and LO20, which is specific to the sandwich year.

INTERMEDIATE (DipHE)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Screen Writing & Genre** | **Writing Beyond the Page** | **Screenwriting Project 1** | **Work**  **Experience Placement** | **From Studio to Social Media (Option)** | **Production Management (Option)** | **Film and Television Fandom and Participatory Media (Option)** | Global Popular Cinema: Hollywood and Beyond (Option) |
|  | **AIE2401** | **AIE2303** | **AIE2402** | **AIX2000** | **AIC2119** | **AIC2422** | **AIC2117** | **AIC2810** |
| Knowledge and understanding |  |  |  |  |  |  |  |  |
|  | ü | ü | ü |  |  |  |  |  |
|  | ü |  |  |  | ü | ü | ü | ü |
|  |  |  | ü | ü | ü | ü | ü | ü |
|  | ü |  |  |  |  |  | ü | ü |
| Skills and other attributes |  |  |  |  |  |  |  |  |
| 5. | ü | ü | ü |  |  |  |  |  |
| 6. | ü | ü | ü | ü | ü | ü | ü | ü |
| 7. | ü |  |  | ü | ü | ü | ü | ü |
| 8. | ü |  |  |  | ü | ü | ü | ü |
| 9. | ü |  |  | ü | ü | ü | ü | ü |
| Professional practical skills |  |  |  |  |  |  |  |  |
| 10. | ü | ü |  |  |  |  |  |  |
| 11. | ü | ü | ü |  |  |  |  |  |
| 12. | ü | ü | ü | ü | ü | ü | ü | ü |
| 13. |  |  |  | ü |  |  |  |  |
| 14. |  | ü |  |  |  |  |  |  |
| Transferable/  key skills |  |  |  |  |  |  |  |  |
| 15. | ü | ü | ü | ü | ü | ü | ü | ü |
| 16. | ü | ü | ü | ü | ü | ü | ü | ü |
| 17. | ü | ü | ü | ü | ü | ü | ü | ü |
| 18. |  |  | ü | ü |  |  |  |  |
| 19. | ü |  |  | ü |  |  |  |  |
| 20. |  |  |  |  |  |  |  |  |

NOTE: All Learning Outcomes are covered by core modules except LO20, which is specific to the sandwich year.

YEAR 3 – PLACEMENT YEAR

I

|  |  |
| --- | --- |
|  | **Work Placement Year** |
|  | **ASX0001** |
| Knowledge and understanding |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Skills and other attributes |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| Professional practical skills |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. | ü |
| 14. |  |
| Transferable/  key skills |  |
| 15. | ü |
| 16. | ü |
| 17. | ü |
| 18. | ü |
| 19. | ü |
| 20. | ü |

HONOURS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Screenwriting Project 2** | **Script in Pre-Production** |  | **Video Shorts (Option)** | Fantasy, Horror and Cult Film (Option) |  |
|  | **AHE3402** | **AHE3403** |  | **AHC3914** | **AHC3803** |  |
| Knowledge and understanding |  |  |  |  |  |  |
|  | ü |  |  |  |  |  |
|  |  |  |  | ü | ü |  |
|  | ü | ü |  | ü | ü |  |
|  | ü | ü |  | ü | ü |  |
| Skills and other attributes |  |  |  |  |  |  |
| 5. | ü | ü |  |  |  |  |
| 6. | ü | ü |  | ü | ü |  |
| 7. | ü | ü |  | ü | ü |  |
| 8. |  |  |  | ü | ü |  |
| 9. | ü | ü |  | ü | ü |  |
| Professional practical skills |  |  |  |  |  |  |
| 10. | ü | ü |  |  |  |  |
| 11. | ü | ü |  |  |  |  |
| 12. | ü | ü |  | ü | ü |  |
| 13. |  |  |  |  |  |  |
| 14. |  |  |  | ü | ü |  |
| Transferable/  key skills |  |  |  |  |  |  |
| 15. | ü | ü |  | ü | ü |  |
| 16. | ü | ü |  | ü | ü |  |
| 17. | ü | ü |  | ü | ü |  |
| 18. | ü | ü |  |  |  |  |
| 19. |  |  |  |  |  |  |
| 20. |  |  |  |  |  |  |

NOTE: All Learning Outcomes are covered by core modules except LO20, which is specific to the sandwich year.

**Appendix 2**

**Mapping Course Learning Outcomes onto QAA English Benchmark Statement**

|  |  |
| --- | --- |
| **Benchmark Statement for English 2015** | **Corresponding Course Learning Outcomes** |
| **Subject Knowledge:**  *Graduates who have studied English know about a range of the following:* |  |
| literature and/or language from different periods. For single honours literature students this includes knowledge of writing from periods before 1800 and the range of principal literary genres across prose, poetry and drama. | 4 |  |
| the breadth of literatures in English | 4 |
| regional and global varieties of the English language | 15 |
| the history, structure, levels and discourse functions of the English language | 15 |  |
| how culture, language, technology, and economics affect how, where and by whom texts are produced and received | 3, 11 |
| the role of readers in shaping texts | 12 |
| the relationships between different genres and different media | 4, 11, 14 |
| critical, theoretical, linguistic and stylistic concepts and terminology. | 2, 8 |
| **Skills specific to English:**  *Graduates who have studied English are able to:* |  |
| read closely and critically | 7, 9 |
| analyse texts and discourses, and respond to the affective power of language, using appropriate approaches and terminology | 2, 4, 9 |
| develop independent and imaginative interpretations of literary, critical, linguistic or creative material | 2, 4, 7 |
| articulate a critical understanding of complex texts and ideas (and of their historical relations where appropriate) | 2, 7, 9 |
| write clearly, accurately and effectively | 1, 5, 10, 14, 15 |
| apply scholarly bibliographic skills appropriate to the subject. | 12 |
| **Generic and graduate skills:**  *Graduates who have studied English are effective researchers, good communicators and active learners … They are able to:* |  |
| discover and synthesize complex information and diverse evidence | 2, 3, 4, 7, 9, 17 |
| respond creatively and imaginatively to research tasks | 1, 5, 10, 14, 15 |
| initiate projects of their own | 1, 3, 5, 16, 17, 18 |
| present information within wider contexts | 3, 11, 15 |
| test, interpret and analyse information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements | 7, 9 |
| plan, organise and report to deadline | 5, 6, 16, 18 |
| articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing | 1, 5, 10, 14, 15 |
| develop working relationships with others in teams, especially through constructive dialogue (for example, by listening, asking and responding to questions) | 12, 16 |
| understand the role of narrative and emotion in decision-making | 17 |
| be sensitive to cultural contexts when working with others. | 3, 12, 16 |
| adapt to different demands and tasks | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 |
| appreciate the benefit of giving and receiving feedback | 11, 12 |
| evaluate and reflect on their own practices and assumptions | 1, 16, 19 |
| look beyond the immediate task to the wider context, including the social and commercial effects of their work | 3, 13, 19, 20 |
| initiate and take responsibility for their own work. | 1, 5, 6, 17 |
| **Threshold standard**  *This is the minimum requirement that should be reached by graduates of a bachelor's degree with honours. Graduates who have studied English as a significant component of their degree demonstrate:* |  |
| knowledge of the subject as defined by the breadth of the curriculum in Section 3 | Covered above (under Subject Knowledge section) |
| awareness of the different ideas and values represented in the subject of English | 2, 8 |
| understanding of how critical, analytical and creative approaches produce knowledge | 7, 8, 9 |
| effective communication skills | 1, 5, 10, 12, 14, 15 |
| powers of textual analysis and critical argument and an awareness of the affective power of language | 7, 9 |
| critical judgement | 7, 8, 9, 11,12, 17 |
| an ability to conduct independent research and organise relevant information to formulate an appropriate written argument or response. | 7, 9, 16 |
| **Typical standard:**  *This is the level of attainment reached by the typical student whose results fall into the main cluster. Typical honours graduates who have studied English as a significant component of their degree are be able to:* |  |
| demonstrate a wide knowledge of the subject as defined in Section 3 and an ability to deploy a conceptual grasp of its central concerns | Covered above (under Subject Knowledge section) |
| interpret and articulate ideas and values as represented in the subject of English | 7, 8, 9 |
| apply their understanding of critical, analytic and creative approaches to produce knowledge | 5, 7, 10, 14, 16 |
| exhibit an effective command of written English together with a wide-ranging and accurate vocabulary | 1, 5, 10, 12, 14, 15 |
| display confident textual analysis and fluent critical argument, attending to language, structure and form and the role of the reader in the process of communication and interpretation | 3, 4, 7 |
| use independent and self-reflective critical judgement | 1, 19, 20 |
| conduct independent research through self-formulated questions and tasks and organise relevant information to establish an appropriate written argument or response and achieve scholarly standards of presentation | 5, 7, 9, 15, 17, 18 |

**Note:** This course is envisaged as, and is to be understood, marketed, and run as, a course in the English Literature and Creative Writing subject area. Nevertheless, for obvious reasons, it contains modules pertaining to film and media studies. Benchmarking to the corresponding QAA statement (Communication, Media, Film, and Cultural Studies, October 2016) has therefore been undertaken, though it should be noted that this is a secondary exercise and the principal QAA benchmarking statement for this course is that pertaining to the English Subject Area (above). For the avoidance of any doubt, the mapping of the Course Learning Outcomes onto the QAA Communication, Media, Film & Cultural Studies Benchmark Statement is in a separate document, available on request, and does not form part of this PSD.

**Appendix 3: Indicative Assessment Schedule**

**RF = Rolling Formative (ie no single fixed deadline); Other assessments =** ü

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching Weeks** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Con**  **Wk** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** | **Exam period** | |
| **Foundation:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| AFE1401  Introduction to Screenwriting |  |  |  |  |  |  | ü |  |  |  |  |  | üü |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| AFE1218 Introduction to Creative Writing | RF |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | üü | |
| AFC1417Storytelling and Editing |  |  |  |  |  |  | ü |  |  |  |  | ü |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| AFC1023 Analysing Content | ü | ü | ü | ü | ü |  |  |  |  |  |  |  |  |  |  | ü | ü | ü |  |  |  |  |  |  |  |  | |
| **Intermediate:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| AIE2401  Screen Writing and Genre |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |  |  |  | ü | |
| AIE2303  Writing Beyond the Page | ü |  |  |  |  |  |  |  |  |  |  | üü |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| AIE2402 Screenwriting Project 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |  |  |  |  |  | ü |  |  | |
| AIX2000  Work Experience Placement |  |  |  |  |  |  |  | ü |  |  |  |  | ü | ü |  |  |  |  |  |  |  |  |  |  |  | ü |
| AICXXXX  Making Film: From Concept to Pitch |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |
| AIC2119  From Studio to Social Media: Media Careers & Entrepreneurship |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |
| AIC2XXXX  The Role of the Producer |  |  |  |  |  |  | ü |  |  |  |  | ü |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AIC2XXXX  Film Studio Production |  |  | ü | ü | ü | ü | ü | ü | ü | ü | ü | ü |  | ü | ü | ü | ü | ü | ü | ü | ü |  |  | ü |  |  |
| AIC2XXXX  Television Studio Production |  |  | ü | ü | ü | ü | ü | ü | ü | ü | ü | ü |  | ü | ü | ü | ü | ü | ü | ü | ü |  |  | ü |  |  |
| AIC2117  Film and Television Fandom and Participatory Culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |  |  | ü |
| AIC2810  Global Popular Cinema: Hollywood and Beyond |  |  |  |  |  |  |  |  |  | ü |  |  |  |  |  |  |  |  |  |  |  | ü | ü |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Honours:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AHE3403  Script in Pre-Production |  |  |  |  |  |  | ü |  |  |  |  |  | üü |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AHE3402  Screenwriting Project 2 |  |  |  |  |  |  |  |  |  |  |  |  | RF |  |  |  |  |  |  |  |  |  |  |  |  | üü |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AHC3914  Video Shorts: Music, Advertising and Short Film |  |  |  |  |  |  |  |  |  |  | ü |  |  |  |  |  |  |  |  |  |  |  |  |  | ü |  |
| AHC3803  Fantasy, Horror and Cult Film |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ü |  |  |  |  |  |  | ü |  |
| AHE3307  Liberating Poetic Chaos |  |  |  |  |  |  | ü |  |  |  |  | üü |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**CAB MODEL**

|  |  |  |  |
| --- | --- | --- | --- |
| Mode of Study | Course Start Month | Length before Main CAB | Expected Month for Main CAB |
| UGT FT | September | 9 months | June |

**PSD Appendix 1**

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

| **Module code** | **HGA 1**  **Self-motivated** | **HGA 2**  **Commercially aware** | **HGA 3**  **Enterprising** | **HGA 4**  **Resilient** | **HGA 5**  **Effective collaborator** | **HGA 6**  **Confident leader** | **HGA 7**  **Globally & socially aware** | **HGA 8**  **Plans personal development** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AFE1401** | X | X |  | X |  |  | X |  |
| **AFE1218** | X | X |  | X | X |  | X |  |
| **AFC1417** | X | X |  | X | X |  | X |  |
| **AFC1023** | X | X |  | X |  |  | X |  |
| **AIE2401** | X | X |  | X |  |  | X |  |
| **AIE2303** | X |  |  | X | X |  |  |  |
| **AIE2402** | X | X |  |  | X |  | X |  |
| **AIX2000** | X | X | X | X |  |  |  |  |
| **AIC2119** | X | X | X | X |  |  | X | X |
| **AIC2422** | X | X | X | X | X | X | X | X |
| **AIC2117** | X | X | X | X |  |  | X |  |
| **AIC2810** | X | X |  | X |  |  | X |  |
| **AHE3403** | X |  |  | X | X |  |  |  |
| **AHE2302** | X | X | X | X | X |  | X | X |
|  |  |  |  |  |  |  |  |  |
| **AHC3914** | X | X | X | X | X | X | X |  |
| **AHC3803** | X | X |  | X |  |  | X |  |
| **AHE3308** | X |  | X | X |  |  |  |  |
| **AHE3303** | X | X | X | X |  |  |  | X |

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