BA (Hons) Screenwriting and Producing

Course specification

Academic Year 2023-24

Contents

1. Course Overview	
Full course/award title(s)	BA (Hons) Screenwriting and Producing
Course Code	UBAA_0018_FR
Fees	Please see the tuition fees on the Regent's University London website (https://www.regents.ac.uk/admissions/tuition-fees)
Location of study	Regent's Park
Off campus elements / locations	Study abroad opportunity at partner institutions at Level 5. Internship opportunities at Level 5. Trip to film festival at Level 6.
Awarding institution	Regent's University London
Course entry points	September 2023, January 2024
Date of original validation / revalidation	November 2022
Validated until	September 2028
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 credits
UCAS codes	BA (Hons) Screenwriting and Producing: **A036** BA (Hons) Screenwriting and Producing with Liberal Arts and Media Foundation: **A035**
Relevant QAA subject benchmark statements	Quality Assurance Agency (QAA) benchmarking statements: Creative Writing, Communication, Media, Film and Cultural Studies December 2019
Other external and internal references	QAA Framework for Higher Education Qualifications (FHEQ) Regent's University London Academic Regulations Regent's University London Learning, Teaching and Assessment Strategy Regent's Learning Outcomes (RLOs) (2021)

	Regent's Assessment Framework (2022)
	Advance HE Principles of Inclusive Curriculum Design
	Regent's Learning Design Framework: RADAR (2020)
Professional, statutory or regulatory body recognition/accreditation	Not applicable
Mode of study (Full Time / Part Time)	Full time
Language of study	English
Minimum / Maximum duration of course for each mode of study	**Part time: N/A** **Full time:** Minimum - 4 years including the integrated foundation (level 3) 3 years without the integrated foundation (level 3) Maximum*- 6 years including the integrated foundation (level 3) 5 years without the integrated foundation (level 3) * In exceptional circumstances only – refer to Regent's University London Academic Regulations for details
Date of production / revision of this course specification	November, 2022

2. Why study this course, including course aims and objectives

Ethos
We deliver a practically based, real world course providing expert tuition by active industry professionals in order to equip you with the skills and knowledge to enter the film and screen industry. We have a proven track record in this area and maintain close links with our successful alumni.

We will train you on high end, industry standard equipment and our course is highly skills focused. You will be taught in small classes by a team of industry professionals.
Our teaching develops a recognition of the importance of collaboration and teamwork in the production of creative work whilst encouraging the development of your individual voice.
Our graduates, therefore, have respect for others' opinions, skills and ideas whilst having well-founded confidence in their own abilities and aspirations.
Regent's University's location in the heart of London places you close to the action – an industry that is actively recruiting new talent as production grows around the world. We are in addition a global university and the international make-up of our cohorts is reflected in the extraordinary range of stories that our students tell through their films throughout the course and beyond. Our graduates, therefore, have a global perspective on storytelling recognising the value of the culturally specific in tandem with the universal nature of the well-told story.

Student Learning Journey
The learning journey you will take on the Screenwriting and Producing degree course covers three distinct areas:
- Screenwriting
- Producing
- Filmmaking

The core modules on the degree will develop each of these areas in tandem to combine all the skills learned through the course in your final year where you will have an opportunity to showcase all your skills in two major pieces of work.

- The screenwriting strand will take you from the development of short film scripts through to the creation of a one-hour pilot and accompanying series idea in your second year, culminating in the opportunity to write a major screenplay in your final year.
  We will investigate character, tone, genre, structure, dialogue and the art of effective storytelling to equip you with all the necessary skills to enable you to write effectively and professionally for the screen.
  You will also learn the communication skills necessary to sell your ideas in the marketplace through the pitch, the pitch deck and the series bible.
- Producing skills will accompany your learning in story development and communication and your journey in this area will begin with a thorough grounding in preparation for production, including risk assessments, budgets, call sheets, permissions and contracts.
  You will then take your knowledge further into the arena of marketplace, audience and finance, learning how to marry your story idea to a practical overview of the available

market and being realistic about the stories you wish to tell through an understanding of the nature of the production landscape.

- As a filmmaker you will be given the opportunity to develop the practical production skills of cinematography, sound, directing and editing to further enhance your holistic understanding of the filmed production and all that it entails.
In your final year you will write and produce a short film of your own devising, bringing together a team who will best realise your creative vision and provide you with an impressive element for your personal portfolio of work as a fully-fledged writer-producer.

Key Features and Benefits
The benefits you will receive at Regent's University London spread well beyond the classroom.

As well as teaching from professional writers, producers and filmmakers and an opportunity to study at one of our partner institutions in a study period abroad in your second year, you will be given the tools to develop your skills as a writer-producer both on and off campus.

You will be provided with –

Free Adobe Creative Cloud licence

Free Access to Da Vinci Resolve, Movie Magic software

Free Final Draft professional screenwriting software licence

You will have the opportunity to attend Aesthetica Short Film Festival in York in your third year of study

We have partnerships with the world-famous Abbey Road Studios and the Delamar Academy of Hair and Make-up.

We have the ongoing support through scholarship and close links to our students of international screenwriting expert, Robert McKee, author the seminal screenwriting text, *Story: Substance, Structure, Style and the Principals of Screenwriting*.

You will learn a range of film-making modes including drama, documentary, reportage, campaign, live studio and advertising and you will have access to broadcast standard equipment and software including Red, Sony and Black Magic cameras, Foley Studio, sound mixers and Celeb lighting.

Regent's University London also houses a dedicated TV studio.

Who is the course for?
If you are interested in screenwriting we offer the highest quality of teaching in this area from industry professionals, practitioners and guest speakers from industry. This course, however, also offers you the opportunity to explore a much wider range of screen skills both technical and creative. You will be able to place your screenwriting in a professional context through gaining a solid grounding in production and filmmaking skills.

The Screenwriting and Producing course, therefore, is for screenwriters who wish to look beyond the page and gain an understanding and first-hand experience of filmmaking. Specifically, the course will offer you:

- A critical understanding and knowledge of filmmaking from first idea, through development and to production, post-production and exhibition.
- An understanding of the context in which film, television and digital media has developed over the last century.
- A critical understanding of the cultural context of all forms of screen media.
- An ability to demonstrate an effective understanding of the relationship between storyteller and audience.

Employment opportunities

All the above will give you a good sense of the wide scope of employment opportunities open to our graduates.

Equipped with the hard skills of writing, directing and producing, along with the skills of time management, communication and presentation the majority of our graduates find jobs for themselves within the film and screen industries.

Opportunities exist in many areas from small production companies to film studios, from broadcasters such as the BBC to distribution companies, exhibitors and the corporate/advertising sector. The skills we teach are transferrable and sought after.

Notable alumni have been nominated for BAFTAs, won EMMYs worked on major feature films and television series both in Europe and the States.

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, modules (noting the terms that they are completed), and periods of assessment.

We have designed our curriculum so that you can gain a deeply personalised education. The BA (Hons) Screenwriting and Producing is built on latest academic thinking, informed by in-house research. You will expand your knowledge, skills, practice and thinking with three building blocks to make you a great practitioner:

Subject Core: You will gain deep expertise in screenwriting and producing through a range of specialised modules.

Screenwriting modules will take you from a thorough understanding of the screenplay to the development of major pieces of written work.

Producing modules will teach the specialist production skills that lie behind every film or television production.

Filmmaking modules will give the opportunity to place yourself behind the camera and create a piece of work for the screen.

Industry & Entrepreneurship: Each level of your study includes a learning component that enables you to discover and plan your professional goals:

- During the Spring Term of Level 4 (year 1) you will take the module "Exploring Industry and Entrepreneurship" you will explore the world of work as an independent producer for film and television and its future with a view to informing your own potential career or entrepreneurial journey. You will be supported by experts in the Careers, Enterprise and Industry services and the university careers platform, Handshake.

- In the Spring Term of Level 5 (year 2), you will experience a real challenge from the world of work by choosing one of three modules. If you choose "Industry Challenge" you will collaboratively work on a real live industry project so as to project manage, research and test concepts to address the challenge. In the "Enterprise Challenge" option, you will be guided to develop your own concepts, pitch your ideas to an external panel and create an entrepreneurial plan. Finally, you may choose the "Work Placement" module, where you will have the opportunity to acquire a range of work-based skills by taking an approved work placement.
- The Industry and Entrepreneurship learning you would have acquired in the previous two years of your studies is integrated into the final year (Level 6) Major Project. For your Major Project you will have the option to build and develop your unique idea into a full enterprise project or to engage in a more academic Major Project that has an element of Industry/professional application.

Special Electives: You will be able to choose from a range of electives that go beyond your core discipline and gain even more future-focused skills. The Special Electives take either a i) skills focus; ii) interdisciplinary focus; iii) or specialist subject focus and are designed to respond to your interests and emerging global trends. These are not tied to a specific discipline and are available to every Undergraduate student in Regent's. They are designed to be hyper-relevant to the world we live and work in – now and into the future. In this way, you will consider your core subjects from new angles or add more value to your personal brand with a secondary discipline or language.

Languages are central to the university's identity and throughout your degree you will be able to choose to learn one of these: Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian or Spanish. Language study enhances your personal and professional development. It enables you to understand and imagine new worlds and to communicate with others to build connections.

At level 4 you will take two electives, one in each term. You can choose to study a language in both terms or take "London Perspectives" in Autumn and "Global Perspectives" in Spring.

London Perspectives will utilise London as a learning platform. Through a combination of on-campus activities and field trips to key venues, you will encounter contributions that the city and its people have made to a range of fields, including your own academic specialism. In Global Perspectives you will learn how to work collaboratively across contexts and cultures to improve the communities we are living.

At Levels 5 and 6 you will take 1 Special elective plus one Language Elective (or a further Special Elective) in each term. Each term offers a choice of twenty special electives at each level (see table below course structure).

In combination your experience in these three blocks will challenge your thinking in unexpected ways.

At Level 4 (Year 1), you will also take "Learning Perspectives", a common module for all undergraduate Regent's courses. This module will induct you to Regent's pedagogic approach. You will acquire discipline specific and interdisciplinary skills, knowledge and approaches to learning which you will apply during your university study and beyond.

Additionally, you have the option to study abroad in the second term of the second year of your degree (Level 5) at one of the University's international partner institutions. In this way you will immerse yourself into a new culture while expanding your knowledge and skills in your field.

Optional Integrated Foundation Year (Level 3 or Year 0)
The optional integrated Foundation year will prepare you for degree-level study, introducing the basics of your destination degree area and a range of key skills and exciting topics that will serve as an introduction to the unique Regent's degree model.

While your subject modules will be with students heading towards the same or related degree courses, the skills and topics modules will include students preparing for a variety of degree courses enabling you to mix, learn and co-operate with peers who will bring a range of different perspectives, knowledges and approaches to the classroom and beyond. Through that experience you will be able to bring that broader understanding back into the learning in your subject modules, just as you will experience at degree level through the interaction between your core course and the Special Electives and Industry & Entrepreneurship modules outlined above.

In your first term you will take a core module related to your destination degree for 20 credits alongside four shared modules covering key skills and knowledges each 10 credits. [course teams might want to outline in more detail the appropriate Term 1 subject module here] The shared modules will cover 'Writing for Success', 'Critical Thinking', 'Cultural Understanding', and 'Politics, Society and Citizenship.

In your second term you will again take another core module related to your destination degree alongside four shared modules covering key skills and knowledges each 10 credits. [course teams might want to outline in more detail the appropriate Term 1 subject module here] The Shared modules for Term 2 are: 'Communications', 'Creativity and Entrepreneurship', 'Cultural Industries', and 'Making Use of Data'.

Level 3 will provide a rich student experience to ensure that you begin your degree at Level 4 to confidently get the most out of our unique degree experience.

The academic year for the course follows the regular university undergraduate calendar (https://www.regents.ac.uk/admissions/academic-calendars):

- Autumn Term: September to December.
- Spring Term January to May.

If you are a January starter on Foundation (level 3), you will able to complete your foundation year in six months by taking a summer term in order to complete the Foundation year by the end of July. This will allow you to start your second year of your study (first year of your degree) in September.

Classes take place from Monday to Friday, typically between 09:00 and 19:00
Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the module and the assessment brief.

If you choose to study abroad, you will do so in the second term of Level 5. Some destinations have term times that differ from Regent's University London and may start as late as March and end as late as June

Work Placements would normally take place in the Spring Term of Level 5, although might be scheduled in the summer holiday.

Modules

Your course is composed of a number of modules that each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So, if a module is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through workshops, seminars, lectures etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 6.

On an undergraduate degree course, you can usually expect to study 120 credit per level (or year), with no more than 80 credits per term.

Course modules - Level 3/4/5/6 (Year 0, 1, 2, 3)

Course Structure Level 3/Year 0

Term	Common Modules	Credits
Autumn/Spring	FND301, Critical Thinking	10
Autumn/Spring	FND302, Cultural Understanding	10
Autumn/Spring	FND303, Politics, Society and Citizenship	10
Autumn/Spring	FND304, Writing for Success at University	10
Spring/Summer	FND305, Communication	10
Spring/Summer	FND306, Creativity & Entrepreneurship	10
Spring/Summer	FND307, Cultural Industries	10
Spring/Summer	FND308, Making Use of Data	10
Total common module credits		**80**
Term	Core Modules	Credits
Autumn/Spring	Liberal Arts & Media Foundation FND313, Liberal Arts and Media 1	20

Spring/Summer	Liberal Arts & Media Foundation FND314, Liberal Arts and Media 2	20
Total core module credits		**40**
Total Credits for Level 3		**120**
Exit awards and learning outcomes achieved (if appropriate)		

There is no exit award at Level 3. Level 3 is available to students who do not meet the entry into Level 4. This level enables you to bring your academic standing to an undergraduate level as well as equip you with the necessary knowledge and skills to cope with the demands of higher education. Level 3 credits do not count towards the undergraduate degree credit total.

Course Structure Level 4/Year 1

Term	Core Modules	Credits
Autumn	FLM408, Visual Storytelling	20
Autumn	FLM406, Production Skills	20
Spring	SCR407, 30 Minute Script	20
Spring	FLM407, Visual Forms	20
Total core module credits		**80**

Term	Common Modules	Credits
Autumn	PER401, Learning Perspectives	10
Spring	IAE401, Exploring Industry and Entrepreneurship	10
Total common module credits		**20**

Term	Elective Modules Credits	
Autumn	Languages Elective OR PER402, London Perspectives	10
Spring	Languages Elective OR PER403, Global Perspectives	10
Total elective module credits		**20**
Total Credits for Level 4		**120**
Exit awards and learning outcomes achieved (if appropriate)		
Cert HE		

Course Structure Level 5/Year 2

Term	Core Modules	Credits
Autumn	SCR516, Showrunner - Series Concept	20

Autumn	SCR517, The Creative Producer	20
Spring	SCR518, Showrunner - The Pilot	20
Total core module credits		**60**

Term	**Common Modules (choose ONE of the following)**	**Credits**
Spring	IAE501, Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	20
Spring	IAE502, Experiencing Industry and Entrepreneurship: Industry Challenge	20
Spring	IAE503, Experiencing Industry and Entrepreneurship: Placement	20
Total common module credits		**20**

Term	**Elective Modules** (for list of languages modules or special electives, see table below this section)	**Credits**
Autumn	Languages Elective OR Special Elective	20
Autumn	Special Elective	20
Spring	Languages Elective OR Special Elective	20
Spring	Special Elective	20
Total elective module credits		**40**
Total Credits for Level 5		**120**
Exit awards and learning outcomes achieved (if appropriate)		
Dip HE		

Course Structure Level 6/Year 3		
Term	**Core Modules**	**Credits**
Autumn	FLM604, The Short Film – The Film and the Filmmaker/ FLM605, The Short Film – The Film and the Market	**20**
Spring	FLM604, The Short Film – The Film and the Filmmaker/ FLM605, The Short Film – The Film and the Market	**20**
Autumn	IAE601, Major Project I	**20**
Spring	IAE602, Major Project II	**20**
Total core module credits		**80**
Term	**Elective Modules** (for list of languages modules or special elective modules, see table below this section)	**Credits**
Autumn	Languages Elective OR Special Elective	**10**
Autumn	Special Elective	**10**

Spring	Languages Elective OR Special Elective	**10**
Spring	Special Elective	**10**
Total Elective modules		**40**
Total Credits for Level 6		**120**
Exit awards and learning outcomes achieved (if appropriate)		
BA (Hons)		

Special Electives and Languages – Indicative Menu		
Term	**Level 5 Special Elective Modules**	**Credits**
Autumn/Spring	SEL505, Creativity and Imagination	10
Autumn/Spring	SEL512, Inspiring your Audience	10
Autumn/Spring	SEL503, Being Human	10
Autumn/Spring	SEL514, Future Cities Now	10
Autumn/Spring	SEL510, Creating a Brand Identity	10
Autumn/Spring	SEL520, Why We Post: Social Media and Us	10
Autumn/Spring	SEL508, Financial Innovation and Technology	10
Autumn/Spring	SEL517, Photography Workshop	10
Autumn/Spring	SEL509, How to Think in a Post-Truth World	10
Autumn/Spring	SEL515, Understanding Human Rights	10
Autumn/Spring	SEL516, Literary London	10
Autumn/Spring	SEL502, Behind the Lens: Introduction to Media Production	10
Autumn/Spring	SEL518, Psychology of Emotions	10
Autumn/Spring	SEL507, London as Fashion Capital	10
Autumn/Spring	SEL513, Emerging Technologies: from Web3 to the Metaverse	10
Autumn/Spring	SEL511, Digital Design with Adobe Creative Suite	10
Autumn/Spring	SEL519, The Power of Language in Your Life	10
Autumn/Spring	SEL504, Business Ethics	10
Autumn/Spring	SEL506, Experiencing Theatre	10
Autumn/Spring	SEL501, Understanding the Global Art Market	10
Term	**Level 6 Special Elective Modules**	**Credits**
Autumn/Spring	SEL604, Creative Futures	10
Autumn/Spring	SEL611, Understanding Artificial Intelligence	10

Autumn/Spring	SEL616, Professional Project Management	10
Autumn/Spring	SEL609, Essential Leadership Skills	10
Autumn/Spring	SEL606, Introduction to Environmental Law	10
Autumn/Spring	SEL602, Brand 'Me'	10
Autumn/Spring	SEL617, How to Create a Social Enterprise	10
Autumn/Spring	SEL608, Influencer Marketing Masterclass	10
Autumn/Spring	SEL619, The Blockchain and Cryptocurrency Revolution	10
Autumn/Spring	SEL618, The Art of Data Storytelling	10
Autumn/Spring	SEL614, Cyber-psychology: Understanding Digital Behaviour	10
Autumn/Spring	SEL603, Creative and Professional Writing Masterclass	10
Autumn/Spring	SEL620, How to deal with Uncertainty	10
Autumn/Spring	SEL607, Global Conflict and the Arts	10
Autumn/Spring	SEL601, Material Cultures and Sustainability	10
Autumn/Spring	SEL612, Exploring Sleep and Dreaming	10
Autumn/Spring	SEL613, Understanding the Politics of Migration	10
Autumn/Spring	SEL610, Living Religions in London	10
Autumn/Spring	SEL605, Decision-making Strategies Masterclass	10
Autumn/Spring	SEL615, Podcasting Masterclass	10
Term	**Languages Elective Modules**	**Credits**
Autumn/Spring	Modules Code (as below) Language (Grades 1-6) (Arabic: ARAXB1/ ARAXB2/ ARAXB3/ ARAXB4/ ARAXB5/ ARAXB6), (Chinese: CHNXB1/ CHNXB2/ CHNXB3/ CHNXB4/ CHNXB5/ CHNXB6), (French: FREXB1/ FREXB2/ FREXB3/ FREXB4/ FREXB5/ FREXB6), (German: GERXB1/ GERXB2/ GERXB3/ GERXB4/ GERXB5/ GERXB6), (Italian: ITAXB1/ ITAXB2/ ITAXB3/ ITAXB4/ ITAXB5/ ITAXB6), (Japanese: JAPXB1/ JAPXB2/ JAPXB3/ JAPXB4/ JAPXB5/ JAPXB6), (Portuguese: PORXB1/ PORXB2/ PORXB3/ PORXB4/ PORXB5/ PORXB6), (Russian: RUSXB1/ RUSXB2/ RUSXB3/ RUSXB4/ RUSXB5/ RUSXB6) or (Spanish: SPNXB1/ SPNXB2/ SPNXB3/ SPNXB4/ SPNXB5/ SPNXB6)	10
Autumn/Spring	Module Code (as below), Advanced Language for Professionals (Grade 7) (Arabic: ARAXB7), (Chinese: CHNXB7), (French: FREXB7), (German: GERXB7), (Italian: / ITAXB7), (Japanese: JAPXB7), (Portuguese: PORXB7), (Russian: RUSXB7) or (Spanish: SPNXB7)	10
Autumn/Spring	SPNXB8, Advanced Spanish through Film (Grade 8)	10
Autumn/Spring	ENGXB6, Business English: Professional Writing	10

Autumn/Spring	ENGXB4, Business English/ ENGXB5, Advanced Business English	10

4. Exit awards

For UG refer to section E9 of the Academic Regulations, note if the exit awards are different to this

5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

Learning outcomes will tell you what we expect you to know and/or be able to do once you have completed a learning process (i.e. a module, a level or the entire course) (QAA, 2018). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of each level of your studies, are listed below. Each module that you will study, has developed 2-4 distinctive Module Learning Outcomes (MLOs). Each MLO is mapped against an equivalent Regent's Learning Outcome from the list below. We have ensured that at each level, all the compulsory elements of your course, assess in their totality all ten learning outcomes (see section 16).

LEVEL 3 OUTCOMES	
RLO1 Collaboration	Determine collaboration and networking opportunities in well-defined settings
RLO2 Innovation	Recognise and describe value propositions, combining curiosity and creativity.
RLO3 Professional Development	Show the value of managing your own learning and of planning your personal and professional development
RLO4 Decision-making	Explain different ideas, including your own, as part of decision making
RLO5 Communication	Communicate appropriately for your audience and purpose in multicultural and/or international settings
RLO6 Digital Data and Tools	Choose appropriate digital tools and data to present your ideas in familiar and well-defined contexts
RLO 7 Discipline Knowledge	Explain pre-defined theories, concepts and facts in your field of study relevant to the task
RLO8 Discipline Skills	Use a limited-range of established discipline-specific knowledge, techniques and tools for practical purposes
RLO 9 Interdisciplinary Perspectives	Describe perspectives from a range of disciplines in well-defined scenarios
RLO10 Human and Environmental Impact	Demonstrate the impact of human activity on people and on the environment.
LEVEL 4 OUTCOMES	
RLO1 Collaboration	Explore collaboration and networking opportunities to generate ideas for given situations.
RLO2 Innovation	Define and compare value propositions, combining curiosity and creativity.

RLO3 Professional Development	Identify opportunities for your learning and your personal and professional development
RLO4 Decision-making	Investigate and contrast different ideas, including your own, to inform decision making
RLO5 Communication	Communicate your arguments/reasoning, orally and/or in writing in multicultural and/or international settings within familiar and well-defined contexts
RLO6 Digital Data and Tools	Use digital tools and data in familiar and well-defined contexts
RLO 7 Discipline Knowledge	Explain theories, concepts and facts in your field of study relevant to the task
RLO8 Discipline Skills	Use established discipline-specific knowledge, techniques and tools for practical purposes
RLO 9 Interdisciplinary Perspectives	Identify and contrast perspectives from different disciplines in given scenarios
RLO10 Human and Environmental Impact	Explore the impact of human activity on people and on the environment.
LEVEL 5 OUTCOMES	
RLO1 Collaboration	Collaborate and use appropriate networks to solve challenges
RLO2 Innovation	Analyse and develop value propositions, combining curiosity and creativity.
RLO3 Professional Development	Develop a plan for your professional development
RLO4 Decision-making	Analyse and reflect on different ideas, including your own, to inform decision making
RLO5 Communication	Communicate *effectively* both orally and/or in writing in multicultural and/or international settings within unfamiliar and well-defined contexts
RLO6 Digital Data and Tools	Analyse and use digital tools and data responsibly in unfamiliar, well-defined contexts
RLO 7 Discipline Knowledge	Examine and apply theories, concepts and facts in your field of study relevant to the task
RLO8 Discipline Skills	Employ discipline-specific knowledge, techniques and tools for practical purposes
RLO 9 Interdisciplinary Perspectives	Investigate and apply perspectives from different disciplines in multifaceted scenarios
RLO10 Human and Environmental Impact	Analyse the impact of human activity on people and on the environment.
LEVEL 6 OUTCOMES	
RLO1 Collaboration	Collaborate and build networks to solve challenges in complex settings
RLO2 Innovation	create and implement value propositions, combining intellectual curiosity and creativity
RLO3 Professional Development	Articulate a plan which encompasses opportunities for your professional development
RLO4 Decision-making	Formulate informed decisions using critical and reflexive thinking

RLO5 Communication	Communicate *effectively* both orally and in writing in multicultural and/or international settings.
RLO6 Digital Data and Tools	Appraise and utilise digital tools and data in your professional and social contexts.
RLO 7 Discipline Knowledge	Critique and synthesise theories, concepts and facts in your field of study relevant to the task
RLO8 Discipline Skills	Combine and employ a wide range of discipline-specific knowledge, techniques and tools for practical purposes
RLO 9 Interdisciplinary Perspectives	Integrate perspectives from different disciplines in multifaceted scenarios.
RLO10 Human and Environmental Impact	Evaluate the impact of human activity, including your own, on people and on the environment.

6. Learning and teaching strategy/ assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the course and the intended learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The Regent's Learning, Teaching and Assessment Strategy (LTAS) outlines the vision of Regent's pedagogic and assessment approach. It strives to provide you with a well-connected, future facing, entrepreneurial, cosmopolitan and personalised education whereby you can achieve your full potential. It comprises of fourteen priority areas:

1. take a personalised approach to student learning: finding out about their previous learning and experience, offering individual guidance to help them plan their journey through university and beyond.
2. involve students in decisions about their learning, by giving them access to a dashboard of data on their progress, explaining our teaching methods and giving students increasing autonomy to create their own educational journey.
3. enhance student research, thinking and communication skills through their specialist subjects, in a culturally diverse, global context.
4. ensure that students have the knowledge and skills to bring more than one perspective to any challenge, both through their specialist studies and through specially designed, team-taught activities to prepare them for future impact in their chosen personal mission.
5. embrace a teaching approach where students collaborate with each other and with the tutors, and where diverse learning needs can be met
6. provide learning activities which are active, often based on finding responses to real-world challenges; these activities will cross subject boundaries, and challenge orthodoxies by providing opportunities for students to explore alternative ways of thinking; they will allow students to take risks and have fun.
7. make use of flexible learning and novel on-campus space configurations to promote experimentation and discovery; and we will take learning outside the classroom, with London as an unparalleled resource.
8. provide students with tutors who are expert researchers or practitioners in their fields, who will facilitate learning, and who are engaged in continuous professional development both as teachers and in their specialist fields.
9. embrace the potential of digital technologies in supporting learning

10. enhance students' global network and intercultural communication skills, through engagement with our international partnerships and offering tuition in many different languages
11. base assessments on real-world tasks, projects and challenges, relevant to the future
12. help students develop the capacity to evaluate their own work and learning, through in class activities (in self-assessment, student-to-student assessment and academic integrity)
13. provide feedback from different sources on student work, recognising what they do well and providing guidance to help learning and improve student work
14. offer students an achievement portfolio where all their feedback is collated in one place, helping them to make sense of the feedback, and giving them something they can take with them when they leave Regent's to build evidence they can use for future employers

Your course is premised on the Regent's Curriculum model which defines the structural design of our Undergraduate degrees and allows us to deliver the above learning & teaching priorities. You course provides you with in-depth knowledge and skills in your field through specialised subject cores whilst at the same time it exposes you to multi-disciplinary breadth through a range of future facing special electives and language options. Additionally, it develops your professional capabilities thorough an integrated approach to Industry and Entrepreneurship; at each level you will take modules that enable you to explore the world of work and engage you with real work challenges.

Your course therefore actively encourages you to connect all areas of your learning and build your customised, coherent high-impact learning narrative in the pursue of a personal and professional mission.

The Regent's Graduate Attributes express our educational purpose and identity which is to ensure that Regent's graduates are:
- Collaborative and networked
- Creative and entrepreneurial
- Critical and Reflective
- Culturally and socially versatile
- Digitally agile
- Well-informed, skilled and fluent across disciplines
- Responsible and environmentally conscious

To realise this purpose, we have articulated these Attributes into a set of ten observable and measurable university wide learning outcomes, The Regent's Learning Outcomes (RLOs). They were designed using national references to ensure that they are appropriated for the award of a UK degree and that your achievement in monitored again those national references. Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning and teaching strategy for this course is based upon the development of core competencies necessary to succeed as a screenwriter/producer in the field of film, television and digital media production. These core competencies are applied through practice that affords you opportunities to explore the range of creative decisions made on any given project

and reflect upon these decisions as part of a process of embedded creative portfolio development.

As you progress through the levels of the course you will be given ever greater autonomy to explore, within a defined set of assessment briefs, the relationship between knowledge, reflective practice, core competencies and imaginative expression. This will enable you to develop a body of work that is personal to you which evidences the course outcomes.
While the teaching and learning techniques used in and out of the classroom and workshop may vary widely across the course, all modules aim to develop your problem-solving, collaboration skills, interpersonal competencies, relationship-building and critical reflection and analysis. Modules are informed by an emphasis on flexible approaches to teaching where, for example you might be developing an original screenplay in the morning, planning or filming a sequence in the afternoon, then exploring a piece of technology in order to underpin both activities. All of these elements will be taught by a range of academic and industry practitioners. Well established techniques include classroom methods such as lectures, seminars, workshops, studio practice, film, screenings, field trips, tutorials, and group work assignments. These methods are designed to offer you a wide range of learning and teaching methods suitable to the demands of the desired learning outcome(s) and affording you a diversity of approaches including an embedded practice in peer-to-peer formative assessment across most modules.

![Regent's University London logo]

Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

- 'Taught' learning typically refers to timetabled sessions led by a member of academic staff, such as workshops, seminars, masterclasses, lectures and tutorials

- 'Practical' sessions are also timetabled and led by an academic member of staff, but are focused on practical work such as studio and laboratory work, field work undertaken on external site, external visits, etc

- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research and preparation for assessments, and writing.

Level 3		Level 4		Level 5		Level 6	
Taught	32%	Taught	20%	Taught	15%	Taught	10%
Practical	0%	Practical	16%	Practical	21%	Practical	26%
Self-Study	68%	Self-Study	64%	Self-Study	64%	Self-Study	64%

Course management and teaching staff
The course is managed by a Director of Content and a Course Leader.

Tutors in all areas are industry practitioners. You will be taught by screenwriters, producers, film directors, editors, cinematographers, filmmakers.
Many of our teaching team have written and/or produced for film and television as well as having written books and papers relating to their areas of expertise.
Staff are, in general, educated to master's or doctoral level and have relevant industry experience. In addition, most of our staff hold a Fellowship of Advance Higher Education (Advance HE) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

You will be allocated a personal tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and give you guidance and advice to support your ongoing personal and professional development throughout your studies at Regent's University London.

Assessment strategy and methods
Assessment is a positive element of your education.   We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our new **Assessment Framework** where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We're in the

business of nurturing future leaders who can use what they've learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment's performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative and others are summative.

Formative assessments will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

Summative assessment is the evaluation of your learning at a particular time, measured against specified learning outcomes. You will be awarded a grade and numerical mark for each summative assessment on each module. The grades you receive for assessed work on each module are added up to give a final grade for the module. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the module-specific or task-specific marking criteria previously made available in the assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

The table below lists possible ways your tutors will facilitate the delivery of feedback on your formative assessments:

Forms of Assessment	Ways to deliver feedback on formative assessments
Written Assignments (various types)	Feedback on draft submitted on blackboard by a specified date
	Feedback initiated through peer to peer reviews during workshop activity
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor
Presentation	Presenting a practice run in class, receiving feedback from peers and/or tutor
	Formative feedback on recordings of presentation practice submitted on Blackboard by a specified date.
	Feedback on students' own assessment on the recorded practice presentation (both submitted on Blackboard by a specified date)
Creative Work	Feedback from tutors/peers through an exhibiting event. Students make a record of key points and shares with the tutor
	Feedback on student's own assessment of their work
	Verbal feedback (face to face or recorded), where student makes a record of key points and shares with the tutor

You will receive feedback in orderly and timely fashion (approximately 3 weeks from submission date). We will notify you of the feedback release day in your assessment briefs. Assessments on the Screenwriting and Producing course's core modules will generally comprise one of the following pieces of work:

- A screenplay
- A pitch deck
- A verbal or written pitch
- A filmed piece of work
- A portfolio of production documents
- A creative portfolio

All submissions will be clearly explained and dates of submission clearly expressed in an assessment brief which each student will receive at the commencement of each term. The assessment brief will outline the requirements for each module, the dates of submission and the rationale for marking on each piece of work.

Where group work is involved, we would also require you to complete a peer assessment of other members of your group and this will be taken into account when final marks are allocated.

If you are on a support agreement (SSA) you may be offered alternative assessments in accordance to the Guidelines of the University's Disability Guidelines for Alternative Forms of Assessment.

The course includes the opportunity to undertake a term of study abroad at one of our international partner institutions in the second term of Year 2 (Level 5). You must apply and confirm your Study Abroad option by the end of first term of Year 1 (Level 4). The curriculum and credits in the partner institution will be mapped to your modules as required by the course. Your Study Abroad application and learning agreement will be subject to the discretion and approval of your Director of Content or Course Leader. All grades received at an international partner university will be converted to an equivalent Regent's University London grade, in accordance with the institutional grading scale and grade conversion table. The average grade will represent 50% of the overall mark associated with Level 5.

If you choose the 20-credit "Work Placement" module in the Spring Term of Level 5, you will be assessed according to the assessment methods specified in the equivalent module specification.

Ethical approval of research

All research and other academic activities conducted within and outside the University by students at Regent's University London should comply with Regent's ethics policies and process prior to its commencement. This will include, but is not limited to, all academic work involving human or other living participants, all industry live projects and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

7. Relationship to other courses

Some courses share modules or have other connections to other courses. This is a guide to whether this is applicable for your course.

The Screenwriting and Producing degree course shares a number of modules with the Film and Screen Production course. This means that you will work alongside other members of the filmmaking community at Regent's University London and get to know others with interests and skills which could compliment your own as you gain greater autonomy in the development and production of your filmed work.

Shared modules are:
Level 4
Visual Storytelling
Production Skills
Visual Forms

Level 6
The Short Film: The Film and the Filmmaker
The Short Film: The Film and the Market

Alongside these modules, The Creative Producer module at Level 5 is partly shared with the Film and Screen Production course as all students across the two courses will have the opportunity to attend the Aesthetica Film Festival together. Assessments on this module will be related to this trip.

You will also work in close proximity to the students on the Acting for Stage and Screen degree course and collaboration between students on the courses is encouraged. They may take part in your films whilst they may ask you to contribute to their projects.

At the foundation level (level 3), there are eight shared modules that are common to all integrated courses.

The Regent's Special Electives, the Language electives and the Level 5 Industry and Entrepreneurship modules are offered on all Undergraduate courses, in addition to the Subject Core modules for individual courses.

8. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port of call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more help.

Our support services include:
- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer, visit:
regents.ac.uk/information/student-life/for-current-students

9. Learning support

Regent's offers a variety of different facilities and technologies to support your studies. These include seminar rooms, lecture theatres, collaborative workspaces, the library, IT labs and specialist software.

As a student on the Screenwriting and Producing course you will have access to the TV Studio, the Sound booth, a number of dedicated editing suites and filmmaking equipment from our dedicated Media Services team which comprises broadcast standard equipment and software including Red, Sony and Black Magic cameras, Foley Studio, sound mixers and Celeb lighting. All key teaching areas are readily accessible.

You will also be provided with –

Free Adobe Creative Cloud licence

Free Access to Da Vinci Resolve, Movie Magic software

Free Final Draft professional screenwriting software licence

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns.
regents.ac.uk/information/student-life/for-current-students/disability-information

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find

learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

To support your studies and time at Regent's, there is a free mobile app which can be downloaded from the Apple or Android stores, which will provide information about the University, the campus and your studies.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, visit: regents.ac.uk/about/learning-resources

10. Opportunities for personal development planning

The Screenwriting and Producing course at Regent's University London enables you to build your own course tailored to your own needs and career choices.

Group work, particularly in modules which have filmed work as an output, will allow you to experiment with different roles on set and develop your specialisms as you collaborate with others.

Major projects in the third year will give you the opportunity to build a portfolio of work which will showcase your talents as a graduate both as a writer and producer.

A wide selection of elective modules and the option of a work placement at Level 5 will provide you with greater choice and the opportunity to construct your own degree course around the core modules on offer.

Over the course of your degree, you will hear from a host of industry speakers, many of whom may be recent graduates, who will be able to guide you in any future career choices you may make.

You will also be allocated a personal tutor who will be your point of contact for any issues you may have outside of your academic studies.

Extracurricular activities

You will also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence

demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

Careers, Enterprise and Industry

The Careers, Enterprise and Industry team supports students' individual career aspirations through a personalised approach. We partner with students to help them to acquire attributes, tools and skills to be able to make informed decisions and manage their entire career.

Handshake – jobs, employers, events and resources

We've partnered with Handshake – our careers platform – to offer you:

- Careers and enterprise resources – giving you all the information you need to succeed
- Local and international jobs, internships, and placement opportunities
- Networking opportunities with companies of all sizes, as well as start-ups
- Careers and enterprise events and workshops
- The chance to create and build your own profile to personalise the type of content you see, the employers you engage with, and the types of job opportunities highlighted to you.

Placements and internships

Students looking to undertake a placement or internship as part of their studies can receive support in developing their application, as well as advice and guidance when sourcing suitable placement and internship opportunities.

We also offer similar support for students who wish to enhance their learning by undertaking an internship during the summer period.

Careers appointments and drop-in sessions

Students can book an appointment with a career consultant to discuss anything career-related or book some career coaching sessions as a student and/or after they graduate. They are encouraged to engage with the careers team as early as possible in their study. It can take time to gather an array of career management skills, and to be empowered to explore options and plan their next steps.

Careers appointments are booked on Handshake and are either virtual on Handshake or in-person. Appointment types include, but are not limited to, career conversations, entrepreneurship and enterprise, career coaching, placements and Internships, applications feedback, and interview preparation.

The Careers, Enterprise and Industry team has an open-door policy. Students can drop in anytime during business hours to ask a quick question about anything careers, enterprise, or industry related.

Enterprise and entrepreneurship

Regent's is excited to provide a comprehensive, entrepreneurial offer for students and graduates.

This flagship initiative is known as **The Founder's Programme** – a hands-on programme to support students and graduates interested in starting their own enterprise, with tailored

guidance, access to live sessions with in-house consultants and guest speakers, mentoring, coaching and experiential bootcamps.

The programme is a dynamic, immersive learning experience where students will build the foundations of their start-up with a global team and get a chance to pitch to investors at the end of the programme – allowing you to network and connect with peers, alumni, industry leaders and start-up founders.

Co-working spaces
Regent's also offers a dedicated co-working space available on campus with an opportunity to work on your business idea while collaborating and sharing ideas with peers. We also have a strong network of partnerships with some of the most noted co-working spaces in the country.

11. Admissions Information

Details of the University's entry requirements can be found at: Entry Requirements

12. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website: regents.ac.uk/study/international-students/visas-and-immigration

13. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning outcomes at different stages throughout your time of study at Regent's

In order to continue with your studies, there are minimum requirements to be met to progress to the next level of your course. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

https://www.regents.ac.uk/policies

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at the Regent's Common Assessment Scale.

14. Award criteria

To complete your course, you will need to achieve 360 credits for an undergraduate degree.

You must also meet the requirements of any specific regulations as stated under the Assessment and progression regulations section.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

https://www.regents.ac.uk/policies

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

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

https://www.regents.ac.uk/policies

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: course (re)validations, course modifications, course monitoring, student feedback systems and external examining.

Course (re)validations
The University has a formal process to approve a new course or reapprove an existing course of study. This involves a panel of academics from within and outside Regent's to ensure that your course is of appropriate academic standard and of a high quality.

Course modifications
We listen to your feedback and make changes to your course as appropriate. You will be consulted on any significant changes to your course which may affect the outcomes of your study. All changes to courses or modules are subject to approval through Regent's academic governance structures.

Course monitoring
In order to ensure courses continue to meet their academic and professional aims and objectives, Directors of Content/Course Leaders are required to prepare an annual monitoring report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at faculty and institutional level.

Student feedback systems
Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There are multiple ways for you to provide feedback on your experiences at module level (e.g. through questionnaires), course level, through student representatives and at course committees. Final-year undergraduate students (Level 6) are invited to take part in the National Student Survey (NSS).
External examiner reports

External examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the progression and finalist boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the AMRs.

16. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

	Module	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10
Level 3	Critical Thinking				x					x	x
	Cultural Understanding		x		x						x
	Politics, Society and Citizenship	x			x						x
	Writing for Success at University					x			x		
	Communication	x				x				x	
	Creativity & Entrepreneurship		x								x
	Cultural Industries		x		x						x
	Making Use of Data				x	x	x				
	Module Title of Core 1										
	Module Title of Core 2										
Level 4	Visual Storytelling		x			x			x		
	Production Skills				x		x	x			x
	Thirty-Minute Script		x			x		x			
	Visual Forms				x		x		x		
	Learning Perspectives	x		x	x						
	Exploring Industry and Entrepreneurship			x			x			x	
Level 5	Showrunner – Series Concept			x	x				x		
	Showrunner – The Pilot		x			x		x			
	The Creative Producer					x	x				x
	Experiencing Industry and Entrepreneurship: Entrepreneurial Challenge	x	x	x						x	
	Experiencing Industry and Entrepreneurship: Industry Challenge	x	x	x						x	
	Experiencing Industry And Entrepreneurship: Placement	x	x	x						x	

Level	Module											
Level 6	The Short Film – The Film and the Filmmaker	x					x	x		x		
	The Short Film – The Film and the Market	x					x	x		x		
	Major Project I			x	x						x	x
	Major Project II		x	x		x			x			