



UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title:	Scriptwriting
Awarding Body:	Staffordshire University
Teaching Institution:	Staffordshire University
Final Awards:	BA (Single and Joint Honours)
Intermediate Awards:	
Mode of Study	
UCAS Codes:	
QAA Subject Benchmarks:	Communication, Media, Film and Cultural Studies
Professional/Statutory Body	None
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EDUCATIONAL AIMS OF THE PROGRAMME

The aims of the BA (Hons) Scriptwriting award are:

- To equip students with excellent skills for writing scripts in a range of narrative forms and styles through practice and exploration.
- To prepare its graduates to pursue employment involving the creative use of language to communicate ideas to a wide range of audiences.
- To equip students with a balance of flexible intellectual, practical, and personal skills that will enable them to pursue further study and a wide range of employment in media related industries and beyond.
- To foster an integrated approach to the study of scriptwriting for film, television, and radio, cross-referencing the practice with the understanding of narrative theories and the application of textual and contextual analyses of scripts, their forms and their aesthetic properties.
- To develop students' theoretical understanding and practical awareness of the potential uncertainties, ambiguities and contested interpretations that exist between the intension of the writer and the reception of the audience.
- Through study of the script component, to enhance students' ability to differentiate and analyse the layers of complex creative decisions that define a film, television, and radio production.
- To equip students with a thorough knowledge and understanding of technical, legal, and professional contexts involved in writing for film, television, and radio.

What is distinctive about this programme?

The practical exploration of scriptwriting for the three media of film, television, and radio has flourished at Staffordshire University for over a decade, taught as an increasingly popular pathway within the pioneering BA (Hons) Film, Television and Radio Studies. Over the years students on that pathway have been discovering that they want more space in which to study the theory and practice of scriptwriting in greater depth. Hence, an award dedicated entirely to the skill and practice of scriptwriting has been devised, with internal pathways specialising in film television and/or radio, with options in both fictional and documentary forms. Because of the close connections between the BA (Hons) awards in Film Studies (of which it substantially shares its first year), Film, Television, and Radio Studies and Television and Radio Documentary, students on any of these awards can easily decide to transfer onto this Scriptwriting award before the start of their second year (Level I).

The award is designed for anyone interested in the practice of creative writing who wants to develop their skills and confidence to the levels demanded in a range of professional film or broadcast related markets, including scripting for drama or documentary production or for corporate promotional and advertising media, reviewing films or broadcast programmes, research or script reading for television or further academic study of the professional scriptwriter's role.

PROGRAMME OUTCOMES

What will this programme teach me to do?.

At the end of your studies you should be able to:

<p>Knowledge & Understanding</p> <p>A knowledge and understanding of the creative contribution a script writer makes to the production of a film, television, or radio text. (3.3.5,3.3.4, 3.3.1, 3.4.2, 3.4.1)</p> <p>A broad understanding of the complexities of narrative when used in a fictional or factual way for film, television, and radio. 3.4.6, 3.4.8, 3.4.5, 3.4.2, 3.4.3)</p> <p>A specific understanding of the creative power that script writers for film, television, and radio possess to generate meanings. A simultaneous understanding that film, television, and radio script meanings can be ambiguous, and thus negotiated and interpreted differently by individual audience members. (3.4.7, 3.4.8, 3.4.9, 3.3.9)</p> <p>A specific understanding of the crucial differences in script genre and form that the distinctive media of film, television, and radio naturally offer. (3.1.5, 3.4.8, 3.4.9)</p>
<p>Learning</p> <p>Retrieve and generate information regarding scripts and script writers through independent research. Students will have encountered a wide variety of learning styles and activities, including opportunities for active assimilation, application, questioning, debate, and critical reflection. (4.4.4, 5.1, 5.2, 5.3, 6.1.3, 6.2.2)</p>
<p>Enquiry</p> <p>Carry out secondary and primary research for scripts, treatments, presentations, essays, and other written materials involving self-managed enquiry. Students will possess the ability to formulate research questions and apply appropriate methodologies apropos script material. Students will demonstrate the ability to critically evaluate the nature of narratives, for both fictional and factual storytelling purposes, across film, television, and radio texts. (4.2.1, 4.4.1, 4.4.2, 4.5.4, 5.4)</p>
<p>Analysis</p> <p>The visual and aural literacy necessary to engage with major debates and intellectual paradigms regarding script writing and apply them appropriately to the interpretation, critical analysis, and evaluation of film, television, and radio texts. (4.1.1, 4.1.4, 5.2)</p>
<p>Problem Solving</p> <p>Plan and manage both individual and group-based research projects to a given brief, deliver them on schedule, and evaluate their effectiveness. Students will be able to deliver work to a given length and format, properly referencing sources and ideas where applicable and making use, as appropriate, of a problem-solving approach. (4.3.4, 5.4, 5.7)</p>
<p>Communication</p> <p>Communicate effectively in written and oral forms, and in inter-personal settings. Developing skill in writing dialogue, using its power as a communicative device in a script, is of particular pertinence. Students will also be able to gather, organize, and deploy ideas and information in order to formulate arguments cogently, and express them effectively, particularly in script forms, as well as other written and oral forms. (5.2, 5.5)</p>
<p>Application</p> <p>Apply knowledge and understanding of narrative theories and professional script writing skills to the interpretation of scripts for film, television, and radio.</p>

Students will be able to draw upon and bring together ideas from different sources of knowledge and from different academic disciplines, such as Media Studies, Film Studies, and English Literature.

(4.2.4, 4.3.6, 4.4.1, 4.4.3)

Reflection

Evaluate her/his own script work, as well as constructively critique the script work of peers, with reference to the form in question (film, television, or radio; fictional or factual). The student will also be able to reflect upon her/his deployment of such creative writing qualities as: professional standards of layout and presentation, using or resisting conventions of genre and narrative, and ethical practices that surround the work in question. **(3.3.2, 4.1.6, 6.2.1)**

Collaborative working (subject specific)

Work productively in a group or team and, as appropriate to the situation, to listen, contribute, support and lead effectively. The ability to produce scripts for film, television, and radio that bear the fruits of successful creative collaboration. **(5.5, 5.6, 5.7)**

Practical and professional skills (subject specific – Levels I [Two] and H [Three] only)

Demonstrate an awareness of professional standards when presenting script material in oral and written forms. The awareness that the scriptwriter will routinely re-draft work as part of professional script development practices. The knowledge of how ownership of script material changes, once it enters the professional arena, for creative, commercial, political, or institutional reasons. **(4.3.5, 5.8, 5.7, 5.9, 5.4, 5.1)**

PROGRAMME STRUCTURE, MODULES AND CREDITS

Award: SCRIPTWRITING

Route: Single (Hons)

Potential award = Cert HE (120 credits passed with at least 90 at L4)

L E V E L C (4)	Teaching Block 1	CORE AM75136-4 Writing Narratives (15)	CORE AM75376-4 Introduction to Screenwriting (30)	CORE AM75189-4 Blockbuster! The Hollywood Film Industry (15)	CORE AM75430-4 Professional Practice for Scriptwriters (15)
	Teaching Block 2	CORE AM75375-4 READ-Rewrite, Edit, Adapt, Develop (15)		CORE AM75428-4 Broadcast Programme: History & Analysis (15)	CORE AM75024-4 Cinema: Film Analysis (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

L E V E L I (5)	Teaching Block 1	CORE AM75119-5 Writing Pictures (15)	CORE AM75038-5 Screenwriting: Short Film (15)	AWARD SPECIFIC OPTION (15)	GENERAL OPTION (15)
	Teaching Block 2	CORE AM75117-5 Script Research Project (15)	CORE AM75085-5 From Script to Screen (15)	AWARD SPECIFIC OPTION (15)	GENERAL OPTION (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

L E V E L H (6)	Teaching Block 1	CORE PROJECT Either: AM75016-6 Screenwriting: Feature Film	CORE AM75188-6 Adaptation (15)	AWARD SPECIFIC OPTION (15)	GENERAL OPTION (15)
	Teaching Block 2	Or: AM75118-6 Script Writing: Television and Radio (45)		AWARD SPECIFIC OPTION (15)	GENERAL OPTION (15)

Students may choose to take an award specific option in place of a general option

Award: SCRIPTWRITING
Route: Joint (Hons)

Potential award = Cert HE (120 credits passed with at least 90 at L4)

L E V E L C (4)	Teaching Block 1	CORE AM75136-4 Writing Narratives (15)	CORE AM75376-4 Introduction to Screenwriting (30)	OTHER SUBJECT (15)	OTHER SUBJECT (15)
	Teaching Block 2	CORE AM75375-4 READ-Rewrite, Edit, Adapt, Develop (15)		OTHER SUBJECT (15)	OTHER SUBJECT (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

L E V E L I (5)	Teaching Block 1	CORE AM75119-5 Writing Pictures (15)	CORE AM75038-5 Screenwriting: Short Film (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)
	Teaching Block 2	CORE AM75117-5 Script Research Project (15)	OTHER SUBJECT (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

L E V E L H (6)	Teaching Block 1	CONDITIONAL CORE EITHER: AM75016-6 Screenwriting: Feature Film (45) OR AM75118-6 Scriptwriting: TV and Radio (45)	OTHER SUBJECT (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)
	Teaching Block 2	OR AM75188-6 Adaptation + two other Scriptwriting Award-Specific Options (15c each; 45c total)		OTHER SUBJECT (15)	GENERAL OPTION (15)

Students may choose to take an award specific option in place of a general option

Award: SCRIPTWRITING
Route: Major (Hons)

Potential award = Cert HE (120 credits passed with at least 90 at L4)

L E V E L C (4)	Teaching Block 1	CORE AM75136-4 Writing Narratives (15)	CORE AM75376-4 Introduction to Screenwriting (30)	OTHER SUBJECT (15)	OTHER SUBJECT (15)
	Teaching Block 2	CORE AM75375-4 READ-Rewrite, Edit, Adapt, Develop (15)		OTHER SUBJECT (15)	OTHER SUBJECT (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

L E V E L I (5)	Teaching Block 1	CORE AM75119-5 Writing Pictures (15)	CORE AM75038-5 Screenwriting: Short Film (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)
	Teaching Block 2	CORE AM75117-5 Script Research Project (15)	CORE AM75085-5 From Script to Screen (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

L E V E L H (6)	Teaching Block 1	CONDITIONAL CORE EITHER: AM75016-6 Screenwriting: Feature Film	CORE AM75188-6 Adaptation (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)
	Teaching Block 2	OR: AM75118-6 Scriptwriting: TV and Radio (45)		OTHER SUBJECT (15)	GENERAL OPTION (15)

Students may choose to take an award specific option in place of a general option

Award: SCRIPTWRITING
Route: Minor (Hons)

Potential award = Cert HE (120 credits passed with at least 90 at L4)

L E V E L C (4)	Teaching Block 1	CORE AM75136-4 Writing Narratives (15)	CORE AM75376-4 Introduction to Screenwriting	OTHER SUBJECT (15)	OTHER SUBJECT (15)
	Teaching Block 2	OTHER SUBJECT (15)	(30)	OTHER SUBJECT (15)	GENERAL OPTION (15)

(To progress to Level 5(I) at least 90 credits with at least 75 L4 award specific credits must be passed)

Potential award = DipHE (240 credits passed with at least 90 at each of L4 and L5)

L E V E L I (5)	Teaching Block 1	CORE AM75119-5 Writing Pictures (15)	OTHER SUBJECT (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)
	Teaching Block 2	CORE AM75117-5 Script Research Project (15)	OTHER SUBJECT (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)

(To progress to Level 6 at least 210 credits including all required award specific Level 4 credits and at least 75 award specific Level 5 credits must be passed)

Potential award = Honours Degree (360 credits passed with at least 90 at each of L4, L5 and L6)

L E V E L H (6)	Teaching Block 1	CORE AM75188-6 Adaptation (15)	OTHER SUBJECT (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)
	Teaching Block 2	AWARD SPECIFIC OPTION (15)	OTHER SUBJECT (15)	OTHER SUBJECT (15)	GENERAL OPTION (15)

Students may choose to take an award specific option in place of a general option

Award Specific Options – SCRIPTWRITING

LEVEL I (5)					
Teaching Block 1		Cats	Teaching Block 2		Cats
AM75004-5	Media Communication	15	AM75005-5	Researching Media	15
AM75027-5	Preparation 1: Documentary Research	15	AM75006-5	Political Propaganda and Mass Communication	15
AM75034-5	Practical Film Genre	15	AM75008-5	Video Documentary Production 1 (cannot study with AM75042-5 or AM75009-5)	15
AM75038-5	Screenwriting: Short Film (minor only)	15	AM75009-5	Film or TV Drama Production 1 (cannot study with AM75008-5 or AM75043-5)	15
AM75113-5	Preparation 1: Radio Drama	15	AM75028-5	Documentary Debates	15
AM75124-5	Cinema: Critical Debates	15	AM75043-5	Radio Drama Production 1 (cannot study with AM75008-5 or AM75009-5)	15
AM75181-5	TV Genre: From Match of the Day to Brass Eye	15	AM75085-5	From Script to Screen (joint & minor routes)	15
			AM75145-5	Hearing Movies	15
			AM75186-5	To Boldly Go...Science Fiction on Film, TV, and Radio	15

LEVEL H (6)					
Teaching Block 1		Cats	Teaching Block 2		Cats
AM75013-6	Researching Media Employment	15	AM75017-6	Sound	15
AM75031-6	Media Performance	15	AM75039-6	Writing Radio Comedy	15
AM75045-6	British Television Drama	15	AM75127-6	British Cinema: Lock, Stock, and Barrel	15
AM75112-6	National Cinemas	15	AM75164-6	New Media and Society (VLE)	15
AM75188-6	Adaptation (available to joint students who have not chosen the module as a conditional core)	15	AM75182-6	Cinema Here and Now: Film from the 80s to the Present	15

GENERAL OPTIONS

Students can choose from the Award Specific Option list or modules from elsewhere in the Faculty of Arts, Media and Design. Alternatively, they can choose from the University General Option Guide or a module from another Faculty (e.g. Business and Law). (Available via www.staffs.ac.uk/amdoptions).

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

The broad emphasis of the **teaching and learning** strategy is on studying script writing through the application of theory, the development of a critical vocabulary, and an understanding of mainstream conventions and alternative practices. Teaching methods are aimed at developing the student's critical engagement with script texts and academic literature. All students have access to substantial practical script writing work on each level. A variety of methods are used to **assess** students' learning and progression, as outlined below, but they are all designed to reinforce the strategy of integrating the intellectual and experiential processes of learning by forming the structured arc of feedback of the students' learning cycle at each level of the award.

A wide mix of teaching methods are employed through the awards, and is guided by the Level Outcomes summarised on pages 3 – 6, and informed by the following overarching principles:

1. A structured accumulation of knowledge, understanding, critical awareness, and creative and technical skills (as set out in section 4 and the module descriptors).
2. Maximum integration of theory and practice. Wherever possible, the connection is made directly between understanding the theoretical basis of each aspect of script writing for film, television, and radio, and their application in practice. This assimilation of intellectual- and skills-based learning supports a problem solving, applied, and collaborative, approach to study. Thus, most introductory modules at Levels C are taught jointly by suitable combinations of subject specialists, whose involvement will then continue within those specialisms in Levels I and H.
3. A progression towards independent learning and the ability to self-manage project work (see also section 3.6). Teaching at Level C is organised on the principle of diagnosing: i) the student's ambitions for the course; and ii) her/his strengths and weaknesses. Through the introduction of PDP (section 3.1), students are introduced to an ethos that promotes reflexive learning, building upwards from this initial diagnosis. This careful introduction to what is likely to be an unfamiliar approach to learning for most necessitates relatively high staff / student contact time in Level C compared to I and H. Modules in Level I foster more independent, project-orientated, modes of study, but with substantial staff support. This prepares the students for the final year, in which the expectation is that they will manage their study time yet more independently, with continued, but "light touch" supervision and a more professionally orientated staff-student relationship.
4. A building of students' confidence in their powers of communication, not only through their scripts, but also through verbal interaction with peers and tutors in evaluating and analysing work in progress. This award intends to maximise the rewards that working practically with the tools of script writing for film, television, and radio, and engaging with them creatively and intellectually, can bring in accelerating the growth of students' personal confidence. This is an extension of the reflexive approach to learning identified in the preceding paragraph. Through each level students are exposed, a step at a time, to

increasingly complex challenges to their ability to communicate their ideas, whether through a script, a presentation of research findings, or a script pitch to peers, public debate, or written academic argument. Students then complete the cycle of learning by reviewing and evaluating what they have produced, incorporating responses from their peers and tutors, and synthesising that feedback before progressing to the next stage. This cyclical process is at the heart of the assessment strategy (see Section 3.7).

While most 15 credit modules involve at least some amount of team teaching, all 30 credit modules are team taught. 45 credit modules are project modules, for which individual students will be allocated a named supervisor.

Where the acquisition of particular skills or areas of knowledge (e.g. script writing) build sequentially through the award, these are specified by the addition of pre-requisites to acceptance onto the relevant higher level modules. Skills acquisition will be evaluated and monitored within the modules. The mechanism for building up the skills base is detailed in the Student Handbook.

Flexible Study Modes

As outlined above Level C involves a good deal of classroom based work (in the form of lectures, screenings, seminars and writing workshops). Thereafter there are much greater opportunities for home based study and writing, supported by occasional lectures and regular tutorials, either in person or via email. So, while this is not organised as a fully distance learning course, the single honours student can, if necessary manage their study in a way that involves quite limited attendance at the university – through consultation with their tutor and according, to some extent, on their choice of option modules. For those who have particular difficulty attending Level C can readily be taken on a part time basis (as outlined in section 4). Part time patterns are also available for Levels I and H, although many such students will find these manageable on a full time basis because of the flexible contact arrangements for the core modules and several of the options.

For students taking the joint award the level of flexibility will, of course be dependent on the delivery pattern of their other subject.

Assessment

The Learning Outcomes detailed above form the **structure** around which the assessment of modules is built. The University has designated 8 generic Learning Outcomes for all awards and allowed for a further one to be specified for each award. For the Script Writing single honours award there are two award specific outcome in ‘Collaborative Learning’ and ‘Practical and Professional Skills’, which the award team see as essential markers of students’ preparedness for entry into the competitive world of the media and related employment. Furthermore, these additional and award specific outcomes are also a strong additional indicator of the transferable skills and personal qualities that employers outside the media and related industries look for when recruiting graduates. (c.f. Findings of the Media Employability Project at www.mediaemployability.co.uk)

The assessment is organised across each level of the award so that each of the 10 Level Outcomes are tested at least once within the core modules at Levels C and I, and from the combination of the 45 credit project option plus the core Researching

Regional Employment module at level H. At all levels of the joint honours Script Writing routes, it is the University's 8 generic Learning Outcomes that guide the assessment, but their correspondence to the 8 Outcomes as specified in Section 2, above, varies. These Outcomes apply to the Script Writing majors and those joints who take the Script Writing 45C project. The minor route and those joints who do not take the Script Writing 45C project should refer to the Outcomes described by the other subject in their award. The particular set of subject Specific Options chosen then add further opportunities to demonstrate these Learning Outcomes in different contexts at each level. While any modules taken from General Option lists in the non-specific option slots similarly have their own Learning Outcomes, the award structure is designed so that these modules – though they must be taken and passed – do not contribute Level Outcomes that are essential to the achievement of the award. (However, where students chose additional modules from the subject Specific Option list in these non-specific option slots, these Level Outcomes do contribute to the student's award profile at that level.) The grid in Appendix 1 of this document illustrates the distribution of Learning Outcomes for each level of the awards between Core modules and Specific Options.

Module grades are achieved through **continuous assessment**, which uses a variety of modes that are designed to be exploratory and experiential and to reflect the process of accumulating the ranges of knowledge, skills, and understanding through the award. The integrated approach to teaching outlined in Section 3.5 favours a continuous process of assessment, as opposed to exam-based assessment. The main purpose of exams is to test knowledge, understanding and, to some extent, analysis, but the award team is confident that these outcomes are tested more effectively overall via the range of coursework and presentation tasks set through the award. We are preferring assessment methods which seek to encourage a range of research skills (such as interviews), collaborative work, and the accessing of available sources (e.g. journals, Internet, etc.), and the emphasis is on producing clear communication rather than on retaining information. (Tutors may decide that using a class test as a formative exercise can give students useful feedback about their command of certain key areas of knowledge, but this would be part of a wider strategy for the assessment of the module.) Continuous assessment of the other learning outcomes identified for these awards is much the more effective method, as long as the processes of peer and tutor feedback and student self-evaluation are well supported. Tutor feedback takes at least three different forms: informal verbal feedback within practical workshop and tutorial sessions; formative feedback within modules, such as written comment on submitted drafts at key stages in a module; and summative feedback at the end of a module, in the form of grades and written comment. This in practice acts as a formative process informing the next module along the particular pathway. For example the summative feedback from *Writing Pictures* and *Screenwriting: Short Film* will directly inform the student's approach to *Script Research Project* and *From Script to Screen*, and so on.

Assessment Methods

Assessment is based firmly on the principle of encouraging students to self-monitor as they progress. This is achieved through a combination of the following:

- o Close personal supervision in the first year of compiling Personal Development Planning, so that it becomes established as the student's tracker of her/his progress;
- o Availability of personal tutor support throughout every level;
- o Written and verbal feedback via formative assessments on all modules;
- o Regular peer feedback and assessment in practical and group activities;
- o All script writing work is followed by a substantial written evaluation from

the student.

Within each level, **assessment points** are co-ordinated and mapped across all modules in order to minimise the bunching of assessment that students experience. The combination of these maps across all three years is also used to anticipate and minimise bottlenecks in access to resources.

Our experience is that script writing is best taught in workshops, wherein students can read and critique peers' work, and practice writing itself. Workshop-based modules are assessed through a combination of group or individual practical project work and critical and/or contextual reflection. Where possible, emphasis is on assessing process (as evidenced through personal logs, records, production portfolios, reports, tutorials and tutor observation) as much as the finished artefact. Formative assessment exercises, proposals, or drafts are usually set within such modules; it is made clear to students whether such formative assessments contribute to the module's overall grade. The types of practical work assessed are likely to be one of:

- A script for the screen or radio;
- A treatment (aka 'Story Outline') for a future script;
- A research portfolio.

Classroom-based modules are typically assessed by one or more of the following:

- Written essay;
- Seminar / workshop individual or group presentation;
- Written review;
- Written report;
- Written evaluation;
- Class test.

Assessment of project work is dependent on the nature of the endeavour. Project work is conducted either individually or in teams. Practice oriented projects include a substantial written evaluation of the process and outcome. The shape of the 45 credit major script project at Level H (Three) is agreed by negotiation with tutors and provides scope, therefore, for the manner of assessment to be agreed with students at the start of the project.

Assessment of modules is in line with the University's policies on assessment. Modules that are team taught at Level C require samples to be exchanged between markers to verify consistent standards are being applied, all Level I (two) modules are second marked on a sample basis, including all fails and first class marks and a range in between. The same goes for all Level H modules apart from the 45 credit project module, for which all submissions are double blind marked and discrepancies resolved through discussion between the markers, involving a third marker to arbitrate if the different views prove hard to reconcile. All Level I and H assessed presentations are to a panel of at least two markers who agree the marks between them.

ADDITIONAL INFORMATION

Entry Requirements (including IELTS score)

What qualifications would I need to join this programme?

The entry requirements for the award are normally:

The standard admissions criteria for the programme are in line with the University's general requirements: the equivalent of 2 'A' Levels or AVCs, or BTEC National Diploma in a media related subject. For mature students an Access to HE qualification is also typically accepted.

However, the most important criterion for this award is a passion for writing and the creative use of language. Applications from students with non-standard educational backgrounds are considered individually on their merits. If their application demonstrates a good level of written English (i.e. equivalent to NVQ level 3) and that enthusiasm for using it creatively they will be invited to bring to an interview an example of their own creative writing. This and the interview will determine their suitability for this course.

All applicants are encouraged to discuss the detail of the award and their expectation of it as part of the admissions process.

Students with HND in a Media related subject may be accepted into Level I (Five) on the basis of an interview to check for equivalence with the Level C (Four) learning outcomes. In exceptional cases, the interview may lead to acceptance directly into Level H (Six) if there is evidence that Level I (Five) learning outcomes have been met. Similarly, students transferring internally or externally from another HE institution are interviewed to ensure that the credits they bring with them are substantially equivalent to Level I (Five) or Level H (Six) learning outcomes on this award.

Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at: http://www.staffs.ac.uk/study_here/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

The course develops practical scriptwriting skills in a careful progression. (Refer to the module diagram in section 4). *Writing Narratives* in Teaching Block 1 explores the similarities and differences between writing scripts for different media. In a number of short writing exercises students are given rapid feedback from their tutors and peers and are encouraged to start thinking about which medium or media they want to develop their scriptwriting skills in as they go through the course. It is important that they get involved in discussing their own approach to writing and to giving and receiving feedback from the start of the course, since learning how to use that

feedback constructively to develop their writing is at the heart of this award. This is conjunction with opportunities, through the core and option modules in Level C, to start to learn about the professional contexts scriptwriters encounter within different media, whether in film, television, radio, fiction or documentary.

In Level 5 *Writing Pictures* separates the visual from the literary elements of constructing a narrative. Guided practice in thinking visually and aurally, but without relying on dialogue, is vital for students interested in film and television. Equally, it offers an important counterpoint to the radio scripting skills students can opt to take in *Preparation 1: Radio Drama* which also runs in Teaching Block 3. Alternatively, by taking *Television Genre*, students can develop a visually orientated concept for a television programme. Similarly, in Teaching Block 3, the practical core *Screenwriting: Short Film*, which accompanies *Writing Pictures*, gives students practice in writing short complete pieces for film or television. It leads logically onto Teaching Block 4's *From Script to Screen*, which concerns the screenplay adaptation of an existing short literary text for film or television, as well as the practical study of how production elements such as sound design, costume, cinematography, and casting reinforce or drive the narrative. Meanwhile, another Teaching Block 4 module, *Documentary Debates*, allows students the opportunity to explore the fundamental problems faced by the scriptwriter for documentaries.

Based on their achievements in Levels 4 and 5 students then decide which area of practical scriptwriting they want to specialise in for their final major script project. They are encouraged to start discussing this with their tutor early in Teaching Block 4 so that they have plenty of time to consider and discuss realistically in which medium – film, television or radio – and in which form – fiction or non-fiction – they see their future after graduation.

To summarise, this award exposes students to a wide range of practical scriptwriting challenges and allows them either to specialise strongly towards film / television or else to work also in the medium of radio. Whilst recognising that, because scriptwriting is about constructing narratives, it is most obviously thought of as being applied to creating fictional works, the award also allows students interested in adding scripting for documentary to their portfolio to explore that path and turn it into a specialism if they wish.

While Scriptwriting will work very well as a joint combination with a wide range of other subjects, it cannot be combined as a convention joint with Film Studies. This is because in the majority of combinations of subject options, it would be impossible to distinguish this pairing from a single honours Film Studies award, albeit one taken with a range of general options involving broadcast related modules. In other words the flexibility within the Film Studies award already allows for a strong *screenwriting* path to be followed and that can be supplemented with general options relating to writing for radio and television.

However, over the first few years of the Scriptwriting award's existence, it has become abundantly clear that there is a market demand for combining Scriptwriting and Film Studies in a defined award pathway. To meet this demand, a 'Scriptwriting with Film Studies' single honours award is therefore scheduled for validation in 2009. It will commence in autumn 2009.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.