

Application Form:  
ScreenSkills Tick Accreditation

# Applications 2019/ 2020

This application form is designed for courses applying for accreditation or re-accreditation during the academic year 2019/20. Courses are asked to submit this application form along with supporting evidence as the first stage of the accreditation process.

Information about how to submit is provided at the end of the document. Please use these instructions in conjunction with the Guidelines for Courses 2019/ 2020.

For help at any point please contact [tick@screenskills.com](mailto:tick@screenskills.com) where you will be put in touch with a member of the Tick team at ScreenSkills.

**Tick Team**

E: [tick@screenskills.com](mailto:tick@screenskills.com)

T: 020 7713 9800

# Submission format

We require an electronic copy of your application and supporting materials:

* Preferred submission format – file sharing via Dropbox (other file sharing/transfer sites will be accepted)
* USB Stick/External hard drive (please note we are not able to return these)
* Email (under 10Mb). Please follow up with email with no attachments in case it is mistakenly in Quarantine/Junk folder
* Maximum 10Gb for all files

The application must clearly reference the provided evidence. ScreenSkills may reject any applications which do not comply with the submission recommendations, in which case it will need to be returned to the applicant un-assessed for re-formatting and referencing.

**The Tick Team**ScreenSkills94 Euston StreetLondonNW1 2HAe: [tick@screenskills.com](mailto:tick@screenskills.com)p: 020 7713 9800

## General Privacy Policy

ScreenSkills (*or any successor in title)* (‘we’, ‘us’, ‘our’) is committed to protecting and respecting your privacy. For the purposes of the General Data Protection Regulations (GDPR) and any subsequent UK legislation covering data protection the Data Controller is ScreenSkills (our Information Commissioner’s Office registration number is **Z8941934**)

This Policy covers ScreenSkills in relation to the collection and use of the information you give us. It sets out why we collect personal information and how we use that information. It explains the legal basis for this and the rights you have over the way your information is used.

We may change this Policy from time to time. If we make any significant changes, we will advertise this on the website. Please check this Policy occasionally to make sure you are happy with any changes: <https://www.screenskills.com/about-us/privacy-policy/>

If you have any questions about this Policy or concerning your personal information please contact ScreenSkills, Data Protection Officer(s) at: [data.protection@screenskills.com](mailto:data.protection@screenskills.com), or by post to Data Protection Officer, ScreenSkills, 94 Euston Street, London, NW1 2HA

# Course application information

**A1. Please provide contact details for the applicant course leader and if applicable any other member of staff to be included in all correspondence:**

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Please include name, title, email, telephone/mobile, address

**A2. Course title/level**

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**A3. Course leader (if different from above)**

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**A4. Date of application submission**

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# B. Initial criteria check – Graduate employment

A fundamental part of the accreditation process is for the course to demonstrate high graduate employment rates in relevant fields. Therefore, this criterion is assessed first.

Criterion: Provide evidence of successful progression of students into the screen industries and/or onto the next level of professional training and education\*

Please tell us how your course provides for the following:

* Information should be provided on at least 60% of graduates from the past 1 year, preferably 3, who are employed.
* Of these, a good proportion of graduates should be employed in roles relevant to their degree or in creative/transferable roles in other industries, with evidence of progression towards senior roles after a few years.
* A proportion of current students and/or graduates should be achieving festival awards, industry and professional accolades, reviews, promotions or newsworthy achievements.
* **Postgraduate** courses should enable students to specialise in the field above the level expected from undergraduate students and gain in-depth knowledge and experience of their field at a professional level. Graduates from postgraduate courses should progress to senior levels in their career more quickly than their undergraduate counterparts.

\*Please note that, should your course be accredited, you will be required to provide up-to-date graduate destination information on an annual basis as part of Tick course monitoring.

**B1. Please provide a short narrative response to this criterion and reference numbers of supporting evidence.**

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**B2. Please provide up-to-date information on the employment of at least one (preferably three) years graduates/leavers (Please add additional rows as required)**

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| **Year given** | |  |
| **Total number of students in year** | |  |
| **Student name or number** | **Company or most recent freelance job and/or further professional training and education** | **Role** |
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| **Year given** | |  |
| **Total number of students in year** | |  |
| **Student name or number** | **Company or most recent freelance job and/or further professional training and education** | **Role** |
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| **Year given** | |  |
| **Total number of students in year** | |  |
| **Student name or number** | **Company or most recent freelance job and/or further professional training and education** | **Role** |
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# C. Employer reference

**Please provide the name, contact details and reference** of an employer who has been directly involved in championing/supporting/delivering the course. We may contact referees for additional information. Referees should read and endorse the full application.

**C1. Please provide the name, company and contact details of your employer referee**

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**C2. Please confirm that the employer referee has read and endorsed this full application**

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**C3. Please provide the employer reference below. This should outline how they have been involved in the course, over what period and why they support your application for accreditation**

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# D. Supporting evidence

**D1. Evidence required**

The Tick accreditation process requires less supporting evidence and places more emphasis on information contained within the application form. The list of supporting evidence below is all of the information that **must be submitted** in addition to the application form. In exceptional circumstances additional pieces of information can be submitted by the applicant course but these should be discussed with ScreenSkills in advance.

**Please give a title and reference number to each item of evidence** and complete the check list to confirm that each item has been provided.

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| --- | --- |
| **Evidence item** | **Ref#** |
| **Course Content & Structure** |  |
| Course structure diagram clearly defining progression routes from year to year |  |
| [Insert additional evidence item if required] |  |
| **Course monitoring and development:** |  |
| External examiners’/verifiers’ reports from the past two years (if not included in the annual course monitoring report) |  |
| Examples of feedback from students (e.g. minutes of staff/student meetings and/or student course/module evaluations) |  |
| [Insert additional evidence item if required] |  |
| **Industry engagement:** |  |
| Information relating to live briefs |  |
| [Insert additional evidence item if required] |  |
| **Resources:** |  |
| Inventory of relevant equipment, ratio of equipment to student, details of student access time as well as technical support |  |
| Details of learning materials and technical resources available to the course e.g. equipment/studio/library or shared facilities |  |
| [Insert additional evidence item if required] |  |
| **Student work:** |  |
| Be aware our industry assessors may not have access to Games Engines and game specific software/hardware so think about how you might evidence work. Executable files and examples of code/scripts are useful for Technical courses, and video clips and common image files are useful to see, as is concept preparatory work for Games Art courses. |  |
| For those courses that produce actual artefacts (e.g. fashion courses, set design, graphic design etc.) – only digital images/videos should be provided to support the application at the first stage. A sample of actual artefacts should then be presented to the Industry panel. |  |
| A range of 8+ recent pieces of individual student work from their final major projects along with feedback and assessment information for each. The range should include work assessed as top, average and borderline fail. |  |
| A range of 8+ recent pieces of individual student work from their interim projects along with feedback and assessment information for each. The range should include work assessed as top, average and borderline fail. |  |
| [Insert additional evidence item if required] |  |

**D2. Student work**

Please include any explanatory notes you think necessary below. If you are submitting games or digital student work, please detail any specialist software evaluators will need in order to view the material (e.g. engines, 3D models, specialist video)

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# E. Course details

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| **E1. Recruitment profile** | **Last academic year** | **This academic year** |  |
| **Year given** |  |  |  |
| **Number of applicants** |  |  |  |
| **Number of offers** |  |  |  |
| **Numbers of enrolling students** |  |  |  |

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| **E2. Recruitment profile** | **Last  academic year** | | | **This  academic year** | | | **Next  academic year** | | |
| **Year of entry** | **Year 1** | **Year 2** | **Year 3** | **Year 1** | **Year 2** | **Year 3** | **Year 1** | **Year 2** | **Year 3** |
| **Target number of enrolling students\*** |  |  |  |  |  |  |  |  |  |
| **Actual number of enrolling students\*** |  |  |  |  |  |  |  | | | |
| **Numbers of students across all years of the course (if more than 1 year in length)\*** |  |  |  |  |  |  |  | | | |

\* Delete as appropriate for postgraduate / or less than 3-year courses.

Please provide a narrative of any patterns shown above.

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| **E3. Retention profile** | **Last academic year** | **Year before last** |  |
| **Year given** |  |  |  |
| **% Retention in 4th year\*** |  |  |  |
| **% Retention in 3rd year\*** |  |  |  |
| **% Retention in 2nd year\*** |  |  |  |
| **% Retention in 1st year\*** |  |  |  |

\* Delete as appropriate for postgraduate / or less than 3-year courses.

Please provide a narrative of any patterns shown above.

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**E4. Cohort diversity profile**ScreenSkills is committed to diversity and equal opportunities in all aspects of our work. The information requested below will help us to comply with the law and to ensure that our policies and practices are fair and effective. ScreenSkills (*or any successor in title)* (‘we’, ‘us’, ‘our’) is committed to protecting and respecting your privacy. For the purposes of the General Data Protection Regulations (GDPR) and any subsequent UK legislation covering data protection the Data Controller is ScreenSkills (our Information Commissioner’s Office registration number is Z8941934

“Data Protection Legislation” means (i) the Data Protection Act 2018, (ii) the General Data Protection Regulation ((EU) 2016/679) (“GDPR”) unless and until it is no longer directly applicable in the UK, and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (iii) any successor legislation to the GDPR or the Data Protection Act 2018 as amended from time to time.

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| **Year given** |  | **This academic year** | | | **Last academic year** | | |
|  | **Year of Study\*\*** | **Year 1** | **Year 2** | **Year 3** | **Year 1** | **Year 2** | **Year 3** |
| **Ethnicity\*** | Asian or Asian British - Bangladeshi |  |  |  |  |  |  |
|  | Asian or Asian British - Chinese |  |  |  |  |  |  |
|  | Asian or Asian British - Indian |  |  |  |  |  |  |
|  | Asian or Asian British - Pakistani |  |  |  |  |  |  |
|  | Other Asian background |  |  |  |  |  |  |
|  | Black or Black British - African |  |  |  |  |  |  |
|  | Black or Black British – Caribbean |  |  |  |  |  |  |
|  | Other black background |  |  |  |  |  |  |
|  | Mixed - White and Asian |  |  |  |  |  |  |
|  | Mixed - White and Black African |  |  |  |  |  |  |
|  | Mixed - White and Black Caribbean |  |  |  |  |  |  |
|  | Other mixed background |  |  |  |  |  |  |
|  | White – British |  |  |  |  |  |  |
|  | White - Gypsy or Traveller |  |  |  |  |  |  |
|  | White – English |  |  |  |  |  |  |
|  | White - Irish |  |  |  |  |  |  |
|  | White – Northern Irish |  |  |  |  |  |  |
|  | White – Scottish |  |  |  |  |  |  |
|  | White – Welsh |  |  |  |  |  |  |
|  | Other white background |  |  |  |  |  |  |
|  | Other ethnic background – Arab |  |  |  |  |  |  |
|  | Any other ethnic background |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
|  | Information not sought |  |  |  |  |  |  |
|  | Not Known |  |  |  |  |  |  |
| **Religion** | Buddhist |  |  |  |  |  |  |
|  | Christian |  |  |  |  |  |  |
|  | Hindu |  |  |  |  |  |  |
|  | Jewish |  |  |  |  |  |  |
|  | Muslim |  |  |  |  |  |  |
|  | Non-religious (atheist, humanist etc.) |  |  |  |  |  |  |
|  | Sikh |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
|  | Prefer to self-describe (such as spiritual etc.) |  |  |  |  |  |  |
| **Gender** | Intersex |  |  |  |  |  |  |
|  | Man |  |  |  |  |  |  |
|  | Non-binary |  |  |  |  |  |  |
|  | Woman |  |  |  |  |  |  |
|  | Prefer to self-describe |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Gender Identity** | Trans – Yes |  |  |  |  |  |  |
|  | Trans - No |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Sexual Orientation** | Bi/Bisexual |  |  |  |  |  |  |
|  | Gay man |  |  |  |  |  |  |
|  | Gay woman/Lesbian |  |  |  |  |  |  |
|  | Heterosexual/Straight |  |  |  |  |  |  |
|  | Prefer to self-describe |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Age** | 16-24 |  |  |  |  |  |  |
|  | 25-34 |  |  |  |  |  |  |
|  | 35-49 |  |  |  |  |  |  |
|  | 50+ |  |  |  |  |  |  |
|  | Not given |  |  |  |  |  |  |
| **Disability\*** | No known disability |  |  |  |  |  |  |
|  | Two or more impairments and/or long-term conditions |  |  |  |  |  |  |
|  | A specific learning difference e.g. dyslexia, dyspraxia or AD(H)D |  |  |  |  |  |  |
|  | General learning disability such as Down’s syndrome |  |  |  |  |  |  |
|  | A social/communication impairment such as Asperger’s syndrome/other autistic spectrum disorder |  |  |  |  |  |  |
|  | A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy |  |  |  |  |  |  |
|  | A mental health condition, such as depression, schizophrenia or anxiety disorder |  |  |  |  |  |  |
|  | A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches |  |  |  |  |  |  |
|  | Deaf or a serious hearing impairment |  |  |  |  |  |  |
|  | Blind or a serious visual impairment uncorrected by glasses |  |  |  |  |  |  |
|  | A disability, impairment, learning difference or long-term condition that is not listed above |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
|  | Information not sought |  |  |  |  |  |  |
|  | Not Known |  |  |  |  |  |  |
| **Socio-economic background (1)** | Attended school outside the UK |  |  |  |  |  |  |
|  | Independent or fee-paying school - bursary |  |  |  |  |  |  |
|  | Independent or fee-paying school - no bursary |  |  |  |  |  |  |
|  | State-run or state-funded school - non-selective |  |  |  |  |  |  |
|  | State-run or state-funded school - selective on academic, faith or other grounds |  |  |  |  |  |  |
|  | Don’t know |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
|  | Other specified |  |  |  |  |  |  |
| **Socio-economic background (2)** | Clerical and intermediate occupations e.g. secretary, personal assistant, nursery nurse, office clerk, call centre agent |  |  |  |  |  |  |
|  | Middle or junior managers e.g. office manager, warehouse manager, restaurant manager |  |  |  |  |  |  |
|  | Modern professional occupations e.g. teacher, nurse, social worker, artist, musician, software designer |  |  |  |  |  |  |
|  | Routine manual and service occupations e.g. van driver, cleaner, porter, waiter/waitress, bar staff |  |  |  |  |  |  |
|  | Semi-routine manual and service occupations e.g. postal worker, security guard, machine worker, receptionist, sales assistant |  |  |  |  |  |  |
|  | Senior managers and administrators e.g. finance manager, chief executive |  |  |  |  |  |  |
|  | Technical and craft occupations e.g. fitter, plumber, printer, electrician |  |  |  |  |  |  |
|  | Traditional professional occupations e.g. accountant, solicitor, scientist, medical practitioner |  |  |  |  |  |  |
|  | Long-term unemployment e.g. claimed Jobseeker’s Allowance or earlier unemployment benefit for more than a year |  |  |  |  |  |  |
|  | This question does not apply to me |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Geographical Location** | England – South East |  |  |  |  |  |  |
|  | England – Greater London |  |  |  |  |  |  |
|  | England – North West |  |  |  |  |  |  |
|  | England – East of England |  |  |  |  |  |  |
|  | England – West Midlands |  |  |  |  |  |  |
|  | England – South West |  |  |  |  |  |  |
|  | England – Yorkshire and the Humber |  |  |  |  |  |  |
|  | England – East Midlands |  |  |  |  |  |  |
|  | England – North East |  |  |  |  |  |  |
|  | Northern Ireland |  |  |  |  |  |  |
|  | Scotland |  |  |  |  |  |  |
|  | Wales |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Nation and Region Representation** | Outside the UK |  |  |  |  |  |  |
|  | England – South East |  |  |  |  |  |  |
|  | England – Greater London |  |  |  |  |  |  |
|  | England – North West |  |  |  |  |  |  |
|  | England – East of England |  |  |  |  |  |  |
|  | England – West Midlands |  |  |  |  |  |  |
|  | England – South West |  |  |  |  |  |  |
|  | England – Yorkshire and the Humber |  |  |  |  |  |  |
|  | England – East Midlands |  |  |  |  |  |  |
|  | England – North East |  |  |  |  |  |  |
|  | Northern Ireland |  |  |  |  |  |  |
|  | Scotland |  |  |  |  |  |  |
|  | Wales |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Caring responsibilities** | None |  |  |  |  |  |  |
|  | Primary carer of a child or children (under 18 years) |  |  |  |  |  |  |
|  | Primary carer of a disabled child or children (under 18 years) |  |  |  |  |  |  |
|  | Primary carer or assistant for a disabled adult (18 years and over) |  |  |  |  |  |  |
|  | Primary carer or assistant for an older person or people (65 years and over) |  |  |  |  |  |  |
|  | Secondary carer (another person carries out main caring role) |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Marriage/Civil Partnership Status** | Yes – married or in a civil partnership |  |  |  |  |  |  |
|  | No - neither |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Employment Status** | Agency staff (hired on a temporary basis through an agency) |  |  |  |  |  |  |
|  | Permanent contract (hired on a permanent basis) |  |  |  |  |  |  |
|  | Fixed-term contracts (hired on a temporary basis) |  |  |  |  |  |  |
|  | Self-employed without employees e.g. freelancer trading as an individual (sole trader) or limited company (Ltd) |  |  |  |  |  |  |
|  | Self-employed with employees |  |  |  |  |  |  |
|  | Zero-hour contracts (hired on a temporary basis through a zero-hour contract) |  |  |  |  |  |  |
|  | Intern (paid) |  |  |  |  |  |  |
|  | Apprentice |  |  |  |  |  |  |
|  | Volunteer (unpaid) |  |  |  |  |  |  |
|  | Student |  |  |  |  |  |  |
|  | Unemployed |  |  |  |  |  |  |
|  | Other specified |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
| **Returnships** | Yes |  |  |  |  |  |  |
|  | No |  |  |  |  |  |  |
| **If yes, select one of the following:** | Period of ill health |  |  |  |  |  |  |
|  | Primary carer of adult (18 and above) |  |  |  |  |  |  |
|  | Primary carer of child or children (under 18) |  |  |  |  |  |  |
|  | Prefer not to say |  |  |  |  |  |  |
|  | Prefer to self-describe |  |  |  |  |  |  |

\* These disability and ethnicity categories are directly aligned to HESAs 17.18 data collection and therefore your institutions registry/student office will normally collect this data for your course.

\*\* Delete as appropriate for postgraduate / or less than 3-year courses.

**E5. Course modules** - please include in your supporting evidence an overview diagram description of the course module structure and complete the headline information below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** |  |  |  |  |  |
| **Module title** | **# of credits** | **Total contact hrs** | **% Practice** | **Self-directed hrs** | **Core/optional (C/O)** |
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| **Year 2** |  |  |  |  |  |
| **Module title** | **# of credits** | **Total contact hrs** | **% Practice** | **Self-directed hrs** | **Core/optional (C/O)** |
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| **Year 3** |  |  |  |  |  |
| **Module title** | **# of credits** | **Total contact hrs** | **% Practice** | **Self-directed hrs** | **Core/optional (C/O)** |
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| **Year 4** |  |  |  |  |  |
| **Module title** | **# of credits** | **Total contact hrs** | **% Practice** | **Self-directed hrs** | **Core/optional (C/O)** |
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(Please add additional rows as required and complete the number of years appropriate to the course)

**E6. Staff to student ratios**

What are typical staff to student ratios during practical teaching sessions?

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What are the overall staff/student ratios on each year of the course?

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**Staffing - teaching, technical and visiting lecturer input**.

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| --- | --- | --- | --- |
| **Name** | **Part time / full time / technical / visiting** | **Role** | **Attached to which student year/s** |
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(please add additional rows as required)

# F. How your course meets the industry focus and employer engagement criteria

The following criteria are designed to enable courses to demonstrate how they have a specific focus towards:

* Current industry practice
* Professional preparation for students
* Significant involvement of industry in course design, curriculum and delivery

**F1. Student work**

Criterion: Demonstrate that student work produced on the course is appropriate for the level of the course and the discipline

Please tell us how your course:

Enables students to produce work that reflects current industry practices.

Creativity, innovation and challenges to current practice should also be encouraged.

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| Short narrative response and reference to student work in supporting evidence: |

Uses assessment standards that take into account degrees of industry readiness appropriate to the stage of the course and for level 3 further education courses, the requirements for access to appropriate higher education programmes, further training and career development.

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| Short narrative response and reference to student work in supporting evidence: |

Produces final level work that can be judged according to entry requirements for the chosen industry/sector.

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| Short narrative response and reference to student work in supporting evidence: |

**F2. Recruitment and selection procedures**

Criterion: Demonstrate effective and fair recruitment and selection procedures for students from diverse backgrounds who wish to embark upon or further develop careers in the Screen Industries.

Please tell us how your course:

* Ensures effective procedures are in place to identify those applicants who are innovative, creative and who have the potential to establish careers in the Screen Industries.

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| Short narrative response**:** |

* Has in place proactive recruitment practices in order to encourage wider access and diversity.

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| Short narrative response**:** |

* Provides pre-course information which clearly outlines what students can expect during the course and emphasises its vocational purposes.

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| Short narrative response**:** |

* Enables teaching staff to filter and refuse places to applicants that they judge unable to complete the course successfully. All shortlisted students should be interviewed, either face-to-face or by telephone and/or provide portfolios or equivalent where appropriate.

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| Short narrative response**:** |

* Please include a link to your published selection procedures for all applicants including information on portfolio review, group interviews, open days, offer criteria:

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| Selection procedures and website link: |

**F3. Close links and interaction with the screen industries**

Criterion: Demonstrate close links and interaction with the screen industries.

Please tell us how your course provides for the following:

* Curriculum design should have regular input from the industry. Normally, this will include where appropriate; an industry advisory board; consultation with industry professionals on course design; industry assessment of student work and providing feedback to students and external examiners with professional backgrounds.

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| Short narrative response supplementing the information provided in tables below**:** |

* Appropriate visiting and guest industry lecturers should be regularly scheduled.

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| Short narrative response supplementing the information provided in tables below**:** |

* Students should have access to relevant industry experience via work experience/work placements/ internships.

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| Short narrative response supplementing the information provided in tables below**:** |

* Students should have the opportunity to take part in live briefs, work simulation and project work. *However, live briefs and project work should not undermine commercial business opportunities.*

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| Short narrative response and reference to supporting materials**:** |

Please complete an up to date schedule of external industry input into course delivery over the past 2 years.

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| --- | --- | --- | --- | --- | --- |
| **Name** | **Company** | **Date of activity** | **Type of input; e.g. workshop, masterclass, student or staff mentoring, assessment, feedback to students, live brief, project setting** | **Duration of activity**  **ie. one off or over a period** | **Mandatory for this course or voluntary and open to all students?** |
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(please add additional rows as required)

Industry engagement in course design, development, review and evaluation. Please provide information on advisory boards/panels or other consultation activity – e.g. visit to studio/industry partner/staff CPD – that oversee the course. Even if advice is informal please list it here and provide minutes/email trails in the supporting evidence.

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| **Advisory board/panel (or other)** | **Membership/which company/individual** | **Specific to which courses** | **Frequency of meetings** |
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(please add additional rows as required)

Information on work experience placements and internships undertaken by the graduating cohort in the last academic year.

Is work experience compulsory and/or assessed?

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| **Y/N** |

What is the typical percentage of students obtaining work experience?

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| --- |
| **Y/N** |

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| --- | --- | --- |
| **Year given** | |  |
| **Total number of students in year** | |  |
| **Student name or number** | **Type and duration of internship/placement e.g. sandwich year, internship 6 months, work experience 3 weeks** | **Company and role** |
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(please add additional rows as required)

**F4. Quarterly ScreenSkills Skills Barometer**

Please follow this link to the latest Quarterly ScreenSkills Skills Barometer report: <https://www.screenskills.com/media/2438/2019-04-15-quarterly-screenskills-barometer.pdf>

The purpose of the Quarterly ScreenSkills Skills Barometer is to provide the sector with detailed, practical and forward-looking intelligence on the labour market and to identify trends in the way the screen industries work. This document is part of a series of Quarterly ScreenSkills Skills Barometer reports – one of the ways in which we are gathering information on recent and emerging trends in the industry. The aim of the Quarterly ScreenSkills Skills Barometer is to provide the sector with regular insights on the levels of business activity, recruitment challenges, skills gaps and training in the sector.

Please tell us how your course provides for the following:

* How are you addressing the hard-to-recruit jobs in your course design and delivery?

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| --- |
| Short narrative response supplementing the information provided in the profiles below**:** |

* How are you informing students about the hard-to-recruit for jobs? i.e. Do students undertake these hard-to-recruit job roles in a simulated environment or through live briefs?

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| Short narrative response supplementing the information provided in the profiles below**:** |

* How are you addressing sector skills gaps through course design and delivery?

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| Short narrative response supplementing the information provided in the profiles below**:** |

* Industry respondents noted gaps in the production office – how are you addressing financial skills and production office skills in your course?

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| Short narrative response supplementing the information provided in the profiles below**:** |

**F5. Staff industry backgrounds and professional development**

Criterion: Ensure that all practice staff have credibility as practitioners and are up-to-date with contemporary industry practices.

Please tell us how your course provides for the following:

* All practice staff should demonstrate a suitable background in professional practice.

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| Short narrative response supplementing the information provided in the profiles below**:** |

Clear procedures should be in place to ensure that all production staff are required to regularly refresh their industry practice. This may include dispensation to deliver commissions or work placements with appropriate companies, etc. It should not be restricted to attending courses or conferences.

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| Short narrative response supplementing the information provided in tables below**:** |

Senior management should have systems in place to keep track and incentivise staff professional development and ensure all staff have sufficient time and are enabled to put the above into practice.

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| Short narrative response**:** |

Staff profiles – please complete a profile for all staff listed in E7.

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| Name and Role: |  | |
| Relevant Industry Experience/Employment | | From/To |
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| Relevant Industry Facing professional development | | From/To |
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(please add additional profiles as required)

**F6. Professionally relevant education and business skills**

Criterion: Provide a track record in high quality education relevant to the Screen Industries.

Please tell us how your course addresses the following:

* Professional preparation should be an embedded part of the course and should provide students with the financial, legal and business skills to further their career upon leaving the course, with an emphasis on freelance employment if appropriate for the discipline.

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* Students should be provided with an overview of the structure of the Screen Industries and the sector(s) relevant to the programme, including job roles, key current issues and, for Level 3 students, options for progression to higher education, further training, employment or career development, including freelance work.

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* Methods should be in place to develop in students the soft skills required of a successful industry professional, such as:
* Team working
* Personal development planning
* Competitive pitching and presenting.

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* Courses should show how students and graduates develop their entrepreneurial skills within their chosen field(s), for example through specialist mentors and incubator units.

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* Students should develop appropriate skills to promote and showcase their work and to market their skills after graduation.

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* Students should be aware of current industry issues and developments relevant to their sector, including:
* Sector priorities
* Business environment for sector
* IP
* Technological divergence and convergence and impact of digital networks

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**F7. Professional resources**

Criterion: Have resources which will enable students to practise their skills in environments which reflect creative industry practice.

Please tell us how your course provides for the following:

* Sufficient dedicated access to professional facilities and resources that replicate current industry practice;
* Students should have sufficient out of work hours access to facilities and equipment;
* Sufficient dedicated access to supervision and technical support should be available to all students.

Please provide a **short** narrative response to this criterion and reference numbers of supporting evidence.

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# Next Steps

Many thanks for completing this application form.

Just a reminder that we require an electronic copy of your application and supporting materials:

* Preferred submission format – file sharing via Dropbox (other file sharing/transfer sites will be accepted)
* USB Stick/External hard drive (please note we are not able to return these)
* Email (under 10Mb). Please follow up with email with no attachments in case it is mistakenly in Quarantine/Junk folder
* Maximum 10Gb for all files

Once we have received your application, we will be in contact to give you an idea when the outcome for Stage One will be.

If your application is unsuccessful at this stage, we will give you detailed feedback on how to work towards a successful application.

If your application is successful at this first stage of the process, we will contact you to arrange dissemination of a questionnaire to your students and attendance at an industry panel presentation.

For help and guidance at any point please contact our Tick Team, who will be able to answer any questions you may have.

**Tick Team**  
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