Module Descriptor

Title	Development Lab		
Session	2025/26	**Status**	
Code	FILM11003	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Paul Wright		

Summary of Module

This module will provide students with an immersive experience of the project development processes that characterise the contemporary film industry. The module provides a context in which students can develop their final Masters project and their professional roles within that project, both in terms of their aesthetic contributions to the finished film and in terms of the pragmatics of the production process. Key content will include:

Intensive project and professional development workshop led by UWS tutors and industry professionals; Small group tutorials and one-on-one follow-up mentoring;

Closing pitching panel at which developed projects are considered for green-lighting for production in a subsequent trimester.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) Film City	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate critical knowledge and understanding of industry development processes and creative practice research methodologies
L2	Apply practical knowledge of creative practice in the context of a film production development process;
L3	Communicate complex ideas in appropriate forms to professional audiences.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** critical understanding of specialised processes and mechanisms in the field of film development, including the concepts and principles that underpin them
Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrating creativity and/or originality in film development; Operating in a wide and often Unpredictable variety of contexts; Planning and executing a significant development dossier.
Generic Cognitive skills	**SCQF 11** Applying critical and creative thinking to issues at the forefront of contemporary film development practice; Developing original and creative responses to problems and issues arising during practice.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating using written, oral, visual and acoustic forms at a professional level to a range of audiences with different levels of knowledge and expertise; Communicating with peers, more senior colleagues and specialists.
Autonomy, Accountability and Working with Others	**SCQF 11** Working in a peer relationship with professional practitioners; Demonstrating leadership and/or initiative; Practicing in ways that draw on critical reflection on both one own and other's work; Managing complex ethical and professional issues for which there may be no clear precedent.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The focus of the teaching and learning methodology will be to deliver a blended learning experience, using a combination of group seminars and masterclasses, online mentoring, individual tutorials, and practical hands-on experience of carrying out production planning on a professional-level film project. Both core staff and guest lecturers are actively involved in the film industry in various roles, and their approach to teaching is informed by their own practice and/or research. Throughout, students are encouraged to take a problem-solving approach to the aesthetic and pragmatic decisions involved in filmmaking, and to learn from their mistakes as well as their successes, in line with the principles of inquiry-based learning. Students will work as far as possible on "live" development projects, focussed especially on films being planned for the Masters Film Project module that runs in the following trimester. While placing a high value on teamwork and cooperation, all the work assessed will be individual submissions. It is possible for students to complete the present module without going on to enrol in the Masters Film Project module Please note: Only projects that are developed through the Development Lab Module may go into production in the T3 Masters Film Project Module unless there are exceptional circumstances. This does not mean that projects developed within Development Lab will automatically be green lit for production in T3. All projects will still be required to meet the creative, pragmatic and logistical criteria necessary to achieve 'green-lighting' in the Masters Film Project module. Extensive formative feedback will occur throughout the module, and students will receive peer, industry and tutorial review of their work regularly throughout the trimester. The module will exploit E-Learning through the use of our VLE, Moodle, using Online channels wherever possible in order to free up contact time for creative work and collaboration.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	12
Asynchronous Class Activity	40
Independent Study	124
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Yorke, J (2014) Into The Woods: How Stories Work and Why We Tell Them. London: Penguin Aristotle. Poetics, Penguin Classics. Bettelheim, Bruno. The Uses of Enchantment: The Meaning and Importance of Fairy Tales, Penguin. McKee, Robert. Story: Substance, structure, style and the principles of screenwriting, Methuen Egri, Lajos. The Art of Dramatic Writing: It's Basis in the Creative Interpretation of Human Motives, Simon & Schuster
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:**

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Arts Media**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts & Media
Moderator	Prof Nick Higgins
External Examiner	Prof Neil Fox
Accreditation Details	Screenskills Select
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Research Report and Development Plan (40%); Based on the project they propose to develop, students produce an extended (2,500-3,000 words) discussion of existing work (both in film, literature, academic texts, the press and other media) relevant to their project (thematically, formally or practically), and propose a programme of field research that will help them develop and enrich their concept.
Assessment 2
The dossier (2,500-3000 words) should present an initial project proposal together with a number of other documents representing initial progress with the research plan outlined for assessment 1. In addition to this developed proposal, students must also submit either: an extended treatment, a draft screenplay, a documentary proposal/script, a trailer or sample sequence, examples of cinematography, sound, editing etc... as agreed with the tutor and appropriate to the student's role on the proposed project (this additional document will not included in the word count above).
Assessment 3
Pitch presentation of projects and roles (20%). Students make a live pitch (5-10 minutes) before a panel and receive real-time feedback on both their proposal, and their presentation skills.
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☐	☐	☐	☐	40	24

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☒	☐	☐	☐	40	24

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☒	☐	☐	20	6
Combined total for all components						100%	hours

Change Control

What	When	Who