Module Descriptor

Title	Comedy Writing For TV & Radio		
Session	2026/27	**Status**	Approved
Code	BROA09009	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Elizabeth McLaughlin		

Summary of Module

This module will examine the post-war development of situation comedy within the UK and the American broadcasting industry. Students will consider the specificity of the generic and aesthetic conventions associated with both television and radio output. Through the examination of key texts, theoretical perspectives relating to satire, parody and humour will be critically evaluated. In addition, an examination of the relationship between comedy and the representation of particular social, political and institutional groups will also be considered. Students will be invited to reflect on how the genre has provides a critique of the wider culture at particular historical junctures.

Historical and cultural perspectives on the development of comedy.

The development of situation comedy.

The development of satire.

Situation comedy for television.

Situation comedy for radio.

Developing and writing comedy.

Module Delivery Method	**On-Campus**[1]	**Hybrid**[2]	**Online**[3]	**Work -Based Learning**[4]
	☒	☐	☐	☐

[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

Campuses for Module Delivery	☒ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the development of situation comedy within the broadcasting industry
L2	Explain and utilise key concepts and theoretical approaches relating to the genre
L3	Critically analyse and evaluate key texts within a cultural, political and historical context
L4	Demonstrate an ability to write, produce and evaluate a short script for television or radio output
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 9** a critical understanding of a selection of the principal theories, principles, concepts and terminology a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline
Practice: Applied Knowledge and Understanding	**SCQF 9** Use a selection of the principles, skills, techniques, practices and/or materials associated with a subject/discipline Practice routine methods of enquiry and or research
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues Identify and analyse routine professional problems and issues
Communication, ICT and Numeracy Skills	**SCQF 9** Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences
Autonomy, Accountability	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level

and Working with Others	

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.	
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	36
Asynchronous Class Activity	36
Independent Study	102
Tutorial / Synchronous Support Activity	26
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Dunne, W. (2009) The Dramatic Writer's Companion: Tools to Develop Characters, Cause, Scenes & Build Stories Jones, G. (1995) Honey I'm Home: Sitcoms, Selling the American Dream, New York: New York University Press Putterman. B (1995) On TV Comedy: Essays on Style, Theme, Performer and Writer London: McFarland & Co. Stephen, R. (1998) Because I tell a Joke or Two: Comedy, Politics and Social Difference: London: Routledge Spangler, L. C. (2005) Television Women From Lucy to Friends: Fifty Years of Sitcoms and Feminism, London: Praeger Byrne, John & Powell, Marcus (2003) Writing Sitcoms, London, A&C Black

Hodenberg, Christina von, (2015), Televisions Moment: Sitcom Audiences and the Sixties Cultural Revolution, New York, Berghahn Books First paperback edition.
(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:** In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Minimum 75% attendance

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. Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies
(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	Chris Gilgallon
External Examiner	Jay Sykes
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.08

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Submission of essay. 50%
Assessment 2
Submission of filmed / recorded script. 50%
Assessment 3
(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**
Essay	☒	☒	☒	☒	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Practical work – Filmed/ recorded script	☒	☒	☒	☒	☐	50	

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

Change Control

What	**When**	**Who**
