Module Descriptor

Title	Film & the Thriller		
Session	2026/27	**Status**	Active
Code	FILM09001	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Gill Jamieson		

Summary of Module

This module provides an opportunity for students to research the thriller as a compelling cinematic genre.

Students write a short thriller applying critical ideas about cinematic storytelling using the thriller as a focal point.

Weekly film screenings encourages analysis of plotting, story structure, characterisation and theme.

The module provides an opportunity for students to expand their knowledge of film through examination of cinematic landmarks, the work of distinguished filmmakers and a programme of guided reading.

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) NCL	

[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

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 and understanding of the importance of plot, theme, narrative structure, visualisation and characterisation to the crafting of a short thriller.
L2	Develop skills of research and analysis to support written and oral communication and to articulate ideas as they develop through different stages.
L3	Study medium specific techniques pertaining to storytelling
L4	Create a portfolio of written work that showcases craft and critical thinking
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** An understanding of the broad and integrated areas of adapting work from the page to the screen, in particular: genres, practices, literary forms, literary versus screen requirements, research, theories, principles, concepts, terminology, creative processes An ability to: Analyse and critically evaluate personally produced work.
Practice: Applied Knowledge and Understanding	**SCQF 9** Producing work that demonstrates the principal skills, techniques and practices in adapting a short literary work for the screen. Uusing a few specialised or advanced skills of communication and expression through the adaptation of prose or poetry to drama. Practicing routine methods of enquiry and research in adapting work from the page to the screen, including integrating a degree of unpredictability into their narrative work. Considering and evaluating their own work in a reflective manner, with reference to professional practice - managing time and resources effectively.
Generic Cognitive skills	**SCQF 9** Undertaking analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understanding of adaptation. Using a range of approaches to formulate evidence-based solutions to defined problems in adaptation. Critically evaluating evidence-based solutions to defined problems in adaptation.

	Delivering work to a given length, format, brief and deadline.
Communication, ICT and Numeracy Skills	**SCQF 9** Using a range of routine skills and some advanced and specialised skills in adapting a short literary narrative for the screen. Using a range of appropriate IT applications to support and enhance work and maintain a portfolio
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy and initiative in some activities at a professional level Taking some responsibility for the work of others by entering into peer review sessions Practicing ways which take account of own and others' roles and responsibilities. Working under guidance with qualified practitioners. Working in flexible, creative and independent ways that show self-discipline, selfdirection and self reflection. Maintaining an accurate, up-to-date and full portfolio in line with PDP

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

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. Classes are delivered in three-hour blocks on a weekly basis. Collaborative learning is promoted through regular group work and workshopping. Students are encouraged to develop into confident communicators through weekly discussion tasks. Peer review and peer support are key components of thIS process. Discussion of films and scripts encourages students to develop their skills of analysis. Student presentations provide opportunities for students to present ideas and research findings. Weekly writing in class helps students build up a portfolio of written work. Lectures provide focused content exploring some of the key ideas drawn from craft expertise and film scholarship.	
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
Tutorial / Synchronous Support Activity	26
Independent Study	138
Please select	

Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: **Hay, Lucy V. (2023) Writing and Selling Thriller Screenplays: from TV Pilot to Feature. Creative Essentials.** Rubin, M. (1999) Thrillers, Cambridge University Press. Trifonova, Temenuga. "Agency in the Cinematic Conspiracy Thriller." *SubStance* 41, no. 3 (2012): 109-126. https://dx.doi.org/10.1353/sub.2012.0026.
(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:** On campus attendance and engagement with activities on AULA.

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. This module complies with UWS policy.
(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	John Quinn
External Examiner	Dr Alex Nevill
Accreditation Details	ScreenSkills Select

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3.07

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Development of a portfolio of written work (100%)
Assessment 2
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**
Portfolio of Written work	☒	☒	☒	☒	☐	100	36

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	**When**	**Who**
Module title changed to Film & Authorship	March 25	Coordinator
Added: LO4	March 25	Coordinator
Summary of Module - minor edits	March 25	Coordinator
Title Change to Film & Thriller	March 26	G Jamieson

Text changed to reflect title and module content. Class Contact hours changed from 10 to 36, and 164 to 138 Indicative Reading list changed L1 'adaptation' changed to ‘thriller' L4 shortened	**March 26**	**G Jamieson**