



Module Descriptor

Title	Film Genre		
Session	2025/26	Status	Active
Code	FILM08002	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	R Stark		
Summary of Module			
This module will examine the theories that surround the term ‘genre’ within film studies. Students will analyse important genre classifications including style, form, representations, characterisation, narrative structure and authorship. In the module we will also identify the influence of industrial factors within genre production and discuss how audiences and critics understand and utilise the term genre. Genre specific texts such as the western, noir, the war film, costume drama, the musical, and the biopic will be analysed and key scenes will be used to illustrate discussion. A key aspect of this module is that student skills in film analysis are practised and developed.			
• What does ‘genre’ actually mean? • Industrially, how did generic cinema develop? • How are specific genres constructed and recognised?			

Module Delivery Method	On-Campus¹ ☒	Hybrid² ☐	Online³ ☐	Work -Based Learning⁴ ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

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 discerning knowledge and understanding of cinematic genre.
L2	Apply some complex cinematic concepts in analysis of specific cinematic texts.
L3	Critically analyse key arguments in film genre.
L4	N/A
L5	N/A

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 8 An understanding of particular media forms and genres and the way in which they organise understandings, meanings and affects. An understanding of the social, cultural and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged. An understanding of the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices and systems. An understanding of professional, technical and formal choices which realise, develop or challenge existing practices and traditions, and of the possibilities and constraints involved in production processes. An understanding of the aesthetic and formal qualities at play, and their relation to meanings, in particular cultural forms. An insight into the cultural and social ways in which aesthetic judgements are constructed and aesthetic processes experienced. An understanding of the narrative processes, generic forms and modes of representation at work in media and cultural texts. The ability to: Understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change.
Practice: Applied Knowledge and Understanding	SCQF 8 Produce work which is informed by, and contextualised within, relevant theoretical issues and debates
Generic Cognitive skills	SCQF 8 Analyse closely, interpret, and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of these forms.

Communication, ICT and Numeracy Skills	SCQF 8 Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms.
Autonomy, Accountability and Working with Others	SCQF 8 Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area. Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms.

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	39 hours
Independent Study	161 hours
Please select	
Please select	
Please select	
Please select	
TOTAL	200 hours

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Altman, R (2019) Film/ Genre London: BFI Publishing [electronic] Codell, J F (ed.)(2007) Genre, Gender, Race, and World Cinema Malden: Blackwell Publishing Cook, P (ed.) (2007) The Cinema Book London: BFI Publishing [electronic] Grant, B K (ed.)(2003) Film Genre Reader II Austin: University of Texas Press

Grodal, Torben (2002) Moving Pictures: a new theory of film genres, feelings, and cognition/ Oxford: Calendon [electronic]

Moine, R (2008) Cinema Genre Malden, Mass; Oxford: Blackwell

Neale, S (ed.) (2002) Genre and Contemporary Hollywood London: BFI Publishing [electronic]

Sanders, J (2009) The Film Genre Book Leighton Buzzard: Auteur

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

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](#).

- Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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	G Jamieson
External Examiner	A Nevill
Accreditation Details	ScreenSkills
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2.11

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
For the assessment the student will create a 2,500 word case study on a generic mode of filmmaking. Part of the focus should be on the contexts of production (including production processes and technology, narrative content and narrative form) and how the genre has changed and developed. The case study should include examples and analysis of key characteristics of the genre You can include screen stills, promotional images, critical responses etc. to illustrate. It should be written in continuous prose. This links the coursework to Learning Outcomes 1, 2 & 3. Students must achieve over 40% or above to pass the module. Before undertaking the assessment, students will submit their submission plans to a member of the teaching team. Lecturers will then provide formative feedback on their plans. Students also receive full feedback on their submissions.
Assessment 2
N/A
Assessment 3
N/A
(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
Case study	☒	☒	☒	☐	☐	100	0

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

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		

Combined total for all components	100%	0 hours
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Change Control

What	When	Who