

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: DEVELOPMENT LAB			
Code: FILM11003	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Paul Wright		
Summary of Module			
<p>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:</p> <ul style="list-style-type: none"> • Intensive project and professional development workshop led by UWS tutors and industry professionals; Small group tutorials and one-on-one follow-up mentoring; <p>Closing pitching panel at which developed projects are considered for green-lighting for production in a subsequent trimester.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Film City Glasgow

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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.
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 Level 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 Level 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 Level 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 Level 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 Level 11 Working in a peer relationship with professional practitioners;

	<p>Demonstrating leadership and/or initiative;</p> <p>Practicing in ways that draw on critical reflection on both one own and other's work;</p> <p>Managing complex ethical and professional issues for which there may be no clear precedent.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Extensive formative feedback will occur throughout the module, and students will receive peer, industry and tutorial review of their work regularly throughout the trimester.</p> <p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12

Tutorial/Synchronous Support Activity	12
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	40
Independent Study	124
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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.

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..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Nick Higgins
External Examiner	I Sellar
Accreditation Details	Screenskills Select
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

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

Development Dossier (40%);

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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Written Work	✓					40	24

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Practical Work		✓				40	24

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓			20	6
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)