Module Descriptor

Title	Writing Serial Television Drama		
Session	2026/27	**Status**	Approved
Code	BROA09001	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**School of Business & Creative Industries**		
Module Co-ordinator	Dr John Quinn		

Summary of Module

Writing Serial Television Drama guides students through the theoretical, ethical and practical processes of devising, and developing a long running series for television.

In asynchronous online support of the above, the teaching and learning includes continuing collaborative development, analyses of the creative writing practices and processes underpinning the production of a number of contemporary continuing television dramas and the utilisation of VLE based support materials and learning activities.

As a part of the module, each learner creates and disseminates 'Bible' for a new and original television series, including Character Outlines, Backstories and Arcs, Series Arcs, Story Arcs, and Springboards for a second series.

Narrative structuring

Character Development

Story discourse and voice

Appreciation and Criticism of television theme, tone and genre

Narrative shaping

Creative pitching skills

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 screenwriting practice (KU).
L2	Conceive and develop continuing television narrative. (Applied).
L3	Undertake ongoing analysis, evaluation and/or synthesis of ideas, concepts, information and issues related to the development of a continuing television narrative (Cognitive).
L4	Present or convey Information, formally and informally to peer and professional audiences (communication).
L5	Manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices (Autonomy).

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** Demonstrate and/or work with: An understanding of the scope and defining features of continuing television narrative development, and an integrated knowledge of its main areas and boundaries. A critical understanding of a range of the principles, principal theories, concepts and terminology of continuing television narrative development. Knowledge of one or more specialisms that is informed by forefront developments of continuing television narrative.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding: In using a range of the principal professional skills, techniques, practices and/or materials associated with continuing television narrative development. In using a few skills, techniques, practices and/or materials that are specialised and/or advanced in relation to continuing television narrative development. In practising routine methods of enquiry and/or research. To practise in a range of professional level contexts that include a degree of unpredictability related to continuing television narrative development.

Generic Cognitive skills	**SCQF 9** SCQF Level 9 Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in relation to continuing television narrative development. Identify and analyse routine professional problems and issues within the proposed narrative form. Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices when undertaking continuing television narrative development, for example: Present or convey, formally and informally, information on continuing television narrative development panel of industry professionals. Use a range of ICT applications to support and enhance work. Interpret, use and evaluate graphical data to convey narrative concepts.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level in practice or in developing continuing television narratives. Exercise managerial responsibility for the work of others and for a range of resources. Practise in ways that show awareness of own and others' roles and responsibilities. Work, under guidance, with specialist practitioners. Seek guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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)
Laboratory / Practical Demonstration / Workshop	30
Asynchronous Class Activity	6
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Meyers, L. (2010) Inside the TV Writer's Room, Syracuse: Syracuse University Press.

Moritz C. (2001) Scriptwriting For The Screen. Routledge London.

Rabiger, M (2016) Developing story ideas: the power and purpose and storytelling. New York: Routledge.

Selbo, J (2016) Screenplay: building story through character. New York: Routledge.

Davis, R. (2016) Creating compelling characters for film, tv, theatre and radio. London : Bloomsbury Academic.

Yorke, J (2013) Into the woods: a five act journey into story. London: Penguin.

(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:

Attending workshops and engaging with asynchronous learning materials.

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 conforms to the UWS EDI procedure.

(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	**TBC**
External Examiner	Dr T Ware
Accreditation Details	ScreenSkills
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0V

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Series Bible & Pitch (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**
	☒	☒	☒	☒	☒	100	0

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%	hours

Change Control

What	When	Who
Change to learning hours. Asynchronous reduced by 6. Workshops reduced by 6. Independent Study increased by 12.	23rd Jan 2025	J Quinn