

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Writing Serial Television Drama			
Code: BROA09001	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr John Quinn		
Summary of Module			
<p>Writing Serial Television Drama guides students through the theoretical, ethical and practical processes of devising, and developing a long running series for television.</p> <p>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.</p> <p>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.</p> <p>Narrative structuring</p> <p>Character Development</p> <p>Story discourse and voice</p> <p>Appreciation and Criticism of television theme, tone and genre</p> <p>Narrative shaping</p> <p>Creative pitching skills</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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 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)	<p>SCQF Level 9</p> <p>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.</p>

	<p>A critical understanding of a range of the principles, principal theories, concepts and terminology of continuing television narrative development.</p> <p>Knowledge of one or more specialisms that is informed by forefront developments of continuing television narrative.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Apply knowledge, skills and understanding:</p> <p>In using a range of the principal professional skills, techniques, practices and/or materials associated with continuing television narrative development.</p> <p>In using a few skills, techniques, practices and/or materials that are specialised and/or advanced in relation to continuing television narrative development.</p> <p>In practising routine methods of enquiry and/or research.</p> <p>To practise in a range of professional level contexts that include a degree of unpredictability related to continuing television narrative development.</p>
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in relation to continuing television narrative development.</p> <p>Identify and analyse routine professional problems and issues within the proposed narrative form.</p> <p>Draw on a range of sources in making judgements.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>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:</p> <p>Present or convey, formally and informally, information on continuing television narrative development panel of industry professionals.</p> <p>Use a range of ICT applications to support and enhance work. Interpret, use and evaluate graphical data to convey narrative concepts.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p>

	<p>Exercise autonomy and initiative in some activities at a professional level in practice or in developing continuing television narratives.</p> <p>Exercise managerial responsibility for the work of others and for a range of resources.</p> <p>Practise in ways that show awareness of own and others' roles and responsibilities.</p> <p>Work, under guidance, with specialist practitioners.</p> <p>Seek guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.</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	
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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	12
Independent Study	152
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Meyers, L. (2010) Inside the TV Writer's Room, Syracuse: Syracuse University Press.</p> <p>Moritz C. (2001) Scriptwriting For The Screen. Routledge London.</p> <p>Rabiger, M (2016) Developing story ideas: the power and purpose and storytelling. New York: Routledge.</p> <p>Selbo, J (2016) Screenplay: building story through character. New York: Routledge.</p> <p>Davis, R. (2016) Creating compelling characters for film, tv, theatre and radio. London : Bloomsbury Academic.</p> <p>Yorke, J (2013) Into the woods: a five act journey into story. London: Penguin.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

Attendance at the workshops and engagement with the 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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	S. Langston
External Examiner	T Ware
Accreditation Details	Screen Skills
Changes/Version Number	1.0 – EE change

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 Series Bible & Pitch (100%)
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.)

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 practical work	✓	✓	✓	✓	✓	100%	0

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

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
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)