

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: The Feature Screenplay			
Code: FILM10TBC	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points:20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	TBC		
Summary of Module			
<p>The Feature Screenplay explores the discipline of writing and analysing scripted long form drama (feature film). The module focuses on the processes and practices of creating, critiquing, and pitching long form dramatic formats for the screen.</p> <p>Over the course of the module, students will complete two connected learning and teaching blocks, resulting in the completion of a treatment for a feature screenplay. In block one, students will explore core concepts related to the development of a feature film screenplay. Block one will be workshop based. In block two, students will work in small tutorial groups to develop a treatment for their feature film. Block two will small group supervision based.</p> <p>The teaching and learning focus of the module centres on acquiring professional competency related to the development of:</p> <ul style="list-style-type: none"> • Critical Reading/Analysis of film/screenplays • Feature Film Narrative Aesthetic • Presentation of Complex Information • Advanced Screenwriting • Creative Marketplace Awareness 			

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	<input type="checkbox"/>	Term 2	<input 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 knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of feature film writing. (KU)
L2	Apply a wide range of the principal professional skills, techniques, practices and/or materials associated with feature film writing. (Applied)
L3	Demonstrate some originality and creativity in dealing with professional issues. (Cognitive)
L4	Use a wide range of routine skills and some advanced and specialised skills in support of established practices in feature film writing. (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 10</p> <p>Demonstrate and/or work with:</p> <p>A critical understanding of the principal theories, concepts and principles of feature screenplay writing.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10</p> <p>To practise in a range of professional level contexts that include a degree of unpredictability and/or specialism.</p>
Generic Cognitive skills	SCQF Level 10

	Critically review and consolidate knowledge, skills, practices and thinking in a feature screenplay writing.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.	
Autonomy, Accountability and Working with others	SCQF Level 10 Exercise autonomy and initiative in professional/equivalent activities	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: FILM07006	Module Title: Introduction to Script Writing
	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	18
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	12
Independent Study	152
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>Beker, M. 2017. Write to Shoot: Writing Short Films for Production. London: Routledge.</p> <p>Bowden, D. 2017. Writing for film: the basics of screenwriting. London: Taylor and Francis.</p> <p>Dancyger, K. & Rush, J. 2013. Alternative scriptwriting: beyond the Hollywood formula. Oxon: Focal Press.</p> <p>Murphy, J.J. 2007. Me and You and Memento and Fargo: How Independent Screenplays Work. New York : Continuum.</p> <p>Stevens, a. 2017. Writing for Profit: Writing for the Global Marketplace. Oxon: Routledge.</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>	
<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)</p>	
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> <p>Students are expected to engage with on-campus workshop and tutorials and class asynchronous activity.</p>	
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..

This module is aligned with the university EDI 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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	
External Examiner	A Nevill
Accreditation Details	Screen Skills
Changes/Version Number	V1.0

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 – Portfolio of Creative Work (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
✓	✓	✓	✓	✓	✓	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)