Module Specification

Story

Version: 2025-26, v1.0, Approved

Contents

Part 1: Information

Module title: Story

Module code: UALB95-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Lens and Moving Image

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces students to the core principles of storytelling for the screen, in both fiction and non-fiction. Through a series of exercises, students develop essential skills in shaping character, narrative structures, and storytelling conventions into compelling screen content.

Features: Not applicable

Educational aims: The module challenges students across all filmmaking disciplines to recognise and respond to the central role story plays in filmmaking; in its content and form, and how audiences engage with films.

The module introduces students to professional processes of conceiving, researching, developing, and writing film narratives, while fostering the skills to analyse and evaluate stories in diverse subjects and forms.

The module develops an understanding of the creative development of a project towards a market and audience.

Outline syllabus: Indicative Content:

Ideation and creative writing techniques.

Dramatic structure.

Developing characters.

Writing dialogue.

Introduction to theme, subtext, symbolism and metaphor, genre and tone, visual style and non-verbal storytelling.

Creative idea development using research, and also autobiography and personal themes.

Engaging audiences: Story principles in support of short films and other platforms.

Meaning and message: Evaluating ideas, design, film analysis and ethical considerations.

Part 3: Teaching and learning methods

Teaching and learning methods: Students will explore the historical and cultural contexts of film and media, gaining critical insights that inform their creative work. Additionally, they will develop essential skills in articulating ideas effectively, through screenwriting and academic analysis.

Students undertake short practical assignments that enable them to apply understandings developed in the module as well as practice the professional scripted and unscripted forms.

Lectures introduce aspects of the syllabus which are expanded on in screenings, tutorials, and above all in small project development workshop groups.

Support for library access and information skills is available through the UWE Study Support and the UWE Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Develop ideas through to defined outcomes.

MO2 Develop skills in narrative design for screen; including character and thematic development, and identifying and working effectively with story conventions.

MO3 Refine communication skills, adapting style and tone to effectively communicate ideas and research findings.

MO4 Examine and situate work within the historical and cultural contexts of writing for the screen in drama and documentary production.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/9285DC40-DEB5-2F96-CAF5-7102205408C1.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Assessment: Portfolio (pass/fail).

For the assessment, students are required to submit a portfolio demonstrating their engagement and the development of the concepts, exercises and assignments explored and set in the taught sessions.

The assessment enables the student to demonstrate achievement across all the learning outcomes of the module.

This assessment type has been chosen to enable students to combine a range of outputs supported by the teaching and learning and to facilitate the development of creative scriptwriting in professional formats.

Assessment and feedback opportunities are designed for students to understand and reflect upon their achievements and to support the monitoring of progress by tutors and students.

Assessment methods used are varied in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioners.

Forms of assessment used as part of this module will include:
Portfolio review and assessment (formative/summative)
Evaluative and reflective outcomes, including visual, verbal and written (formative

and summative), such as short film scripts and development materials such as pitch decks.

Resit will match the first sit.

The pass/fail Assessment Strategy for this module has been designed to:

Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks-driven approach to assessment, particularly during the early stages of a student's journey. This will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment which would align with the University's wider priorities of inclusivity and accessibility.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio of work
Weighting: 0 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio of Work

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Filmmaking [Bower] BA (Hons) 2025-26