Module Descriptor

Title	Developing Factual Formats		
Session	2025/26	**Status**	
Code	BROA10001	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Paul Tucker		

Summary of Module

Developing Factual Formats aims to extend and further consolidate students' abilities in contemporary television and audio formats and factual production. The module will address current issues relating to the development, production, financing, commissioning and global franchising of a returnable, factual television, audio and multiplatform formats including factual entertainment formats. Students will develop and produce a taster for a factual programme or series, targeted for broadcast or multiplatform commission.

Students will develop a factual television or audio format concept underpinned by appropriate research and critical engagement. They will fully develop one of these formats and present this proposal to a project-commissioning panel including, where possible, relevant industry professionals.

One important aspect of this module is the importance placed on feedback. The student will be encouraged to develop their idea based on feedback from industry experts, lecturers and peers

Note -The Final pitch for the module may be at BBC Scotland - students will be expected to travel to the BBc building in Glasgow for the pitch.

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 advanced creative and critical engagement with key concepts and issues informing contemporary factual television, audio and multiplatform formats
L2	Research, develop and produce a proposal and taster tape for a factual television, audio or multiplatform repeatable, returnable format
L3	Demonstrate effective concept development and complex project management and appropriate creative development in the context of contemporary factual television, audio and multiplatform formats
L4	
L5	

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 10** Use a range of the principal skills, techniques, practices and/or materials which are associated with the development of a factual television project. Use a few skills, techniques, practices and/or materials which are specialized, advanced or at the forefront of factual television development, production and practice. Execute a defined project of research, investigation or development and identify and implement relevant outcomes. Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism
Practice: Applied Knowledge and Understanding	**SCQF 10** Use a few skills, techniques, practices and/or materials which are specialized, advanced or at the forefront of the development of a factual television production and practice Execute a defined project of research, investigation or development and identify and implement relevant outcomes.
Generic Cognitive skills	**SCQF 10**

	Critically identify, define, conceptualise, and analyse complex/ professional level problems and issues. Offer professional level insights, interpretations and solutions to problems and issues. Critically review and consolidate knowledge, skills and practices and thinking in a contemporary factual programming. Consider and evaluate their own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions. Demonstrate some originality and creativity in dealing with professional level issues. Initiate, develop and realise distinctive and creative .be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms. Work in flexible, creative and independent ways, showing self-discipline, self- direction and reflexivity;
Communication, ICT and Numeracy Skills	**SCQF 10** Use a range of routine and some advanced skills relevant to contemporary factual format production – for example: communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise; communicate with peers, senior colleagues and specialists; use a wide range of software to support and enhance work at this level.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional and equivalent activities Take significant responsibility for the work of others and a significant range of resources Practice in ways which shows an awareness of own and others' roles and responsibilities. Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices. Organise and manage supervised, self-made factual television projects; Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach;

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	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Bazalgette, Peter (2005) Billion Dollar Game: how three men risked it all and changed the Face of TV, London: Little Brown.

Chalaby, Jean (2016) The Format Age : Television's Entertainmnet Revolution. Cambridge: Polity Lotz, Amanda (2014) The television will be Revolutionized. New York . New York University Press

Chalaby, Jean (2023) Television in the Streaming Era : The Global Shift, London : Cambriudge University Press

Lees, Nicola. Greenlit (2010) developing factual/reality TV ideas from concept to pitch. London : Methuen Drama.

Thirkell, Robert (2010) – C.O.N.F.L.I.C.T. – An Insider's guide to Storytelling In Factual/Reality TV and Film Methuen Drama.

(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:

Attendance at lectures, pitching of original idea at pitching session.

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.
(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 and Media
Moderator	Daniel Twist
External Examiner	T. Ware
Accreditation Details	Screenskills
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Final Project Pitch – A factual television, audio or multiplatform format including taster tape and one page treatment will be presented to a panel of producers and commissioners. After feedback during and after the pitch, the student can further develop the treatment and taster tape before final submission - 60%
Assessment 2
Extended Treatment plus contextualised industry report – 40%
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**
	☐	☒	☐	☐	☐	60	22

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☐	☒	☐	☐	40	14

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