Module Descriptor

Title	Broadcasting Concepts & Contexts		
Session	2026/27	**Status**	Existing
Code	BROA07006	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Kate Cotter		
Summary of Module This module aims to provide an introduction to the development and different forms of fictional and non-fictional programming within the UK broadcasting industry. Concepts pertaining to issues of ideology and representation Public service broadcasting and the advent of multi-platform delivery will also be examined within the framework of the production process, audience reception and global impact.			

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
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

[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

L1	Demonstrate knowledge and understanding of the development of specific programming forms within the UK broadcasting industry .
L2	Explain and demonstrate understanding of key concepts and theoretical approaches to broadcasting .
L3	Analyse and evaluate broadcast texts within a cultural, political and historical context .
L4	Demonstrate knowledge of the contemporary multiplatform approaches to broadcasting and audiences
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 7** Demonstrate knowledge of the contemporary multiplatform approaches to broadcasting and audiences.
Practice: Applied Knowledge and Understanding	**SCQF 7** Use some of the basic and routine professional skills, techniques and practices and or materials associated with a subject/discipline. Engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use. Understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change.
Generic Cognitive skills	**SCQF 7** Present and evaluate arguments, information and ideas which are routine to the subject/discipline. Analyse closely, interpret, and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of these forms of broadcast output.
Communication, ICT and Numeracy Skills	**SCQF 7** Convey complex ideas in well-structured and coherent form Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area Gather, organise or deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms Retrieve and generate information, and evaluate sources, in carrying out independent research. 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.
Autonomy, Accountability	**SCQF 7**

and Working with Others	Exercise some initiative and independence in carrying out defined activities at a professional level. Study independently, manage and organise own workloads and meet project deadlines.

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)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	18
Personal Development Plan	12
Asynchronous Class Activity	50
Independent Study	84
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Aldridge M. (2012) The Birth of British Television: London: Routledge
Andrews M. (2012) Domesticating the airwaves: broadcasting, domesticity and femininity, London: Continuum
Casey B. (2008) Television studies: the key concepts, London: Routledge
Couldry N. et al (eds) (2010) Media events in a global age, London: Routledge
Creeber G. (2006) Tele-Visions: an introduction to television studies, London: BFI
Creeber G. (2008) Television Genre Book, London BFI
Crisell A. (2001) An Introductory History of British Broadcasting (2nd ed), London: Routledge
Hobson D. (2007) Channel 4: the early years & the Jeremy Issacs legacy, London: I.B. Tauris

Johnson C. (2005) ITV Cultures: Independent Television Over Fifty Years. Maidenhead: Open University Press

Kackman, M. (2011) Flow TV: television in the age of media convergence, London: Routledge

Laughey D. (2007) Key themes in media theory, Maidenhead: Open University Press

Lury K.(2005) Interpreting Television, London: Hodder Arnold

Long P. & Wall T. (eds.) (2011) Media Studies: texts, production & contexts, Harlow: Pearson Longman

Mittell, J (2004) Genre and Television. New York & London: Routledge

McRobbie,A (1994) Postmoderism and Popular Culture: An Introduction Essex: Pearson Educational

Rudin R. (2011) Broadcasting in the 21st century, Basingstoke: Palgrave MacMillan

Strinati, D (1995) An Introduction to Theories of Popular Culture. London: Routledge

Williams R. (2003) Television: technology & cultural form, London: Routledge

Williams K. (2003) Understanding Media Theory, London: Arnold

(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:

On campus attendance - lectures and seminars.

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	Error! Bookmark not defined.
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	Ravi Sagoo
External Examiner	Tom Ware
Accreditation Details	Screenskills Select
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.06

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assignment Essay 50%
Assessment 2
Case Study 50%
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**
Essay	☐	☒	☒	☒	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study	☒	☐	☐	☐	☐	50	

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**
moderator updated	07/03/25	
