



Module Descriptor

Title	Global & Cultural Industries		
Session	2025/26	Status	
Code	BROA09007	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	Graham Jeffery		
Summary of Module			
Cultural Industries (GCI) helps students appreciate the historical and political development of the current structures of the broadcast and online media industries, and the role and effect of institutions, organisations and regulation on issues of plurality and access globally. The module explores the critical role the cultural industries play in our societies through the production and dissemination of cultural texts via broadcast and online media. In addition, GCI sets out to evaluate the explanatory value of theories of globalisation and postmodernity in understanding historical and contemporary patterns of cultural exchange. It develops critical and theoretical perspectives that will help students analyse and describe contemporary media-making practices.			

Module Delivery Method	On-Campus¹ ☒	Hybrid² ☐	Online³ ☐	Work -Based Learning⁴ ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☒	Term 2 ☐	Term 3 ☐	

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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐
---	-----------------	--------------------------	-----------------	--------------------------	-----------------	--------------------------

Learning Outcomes	
L1	Demonstrate a critical understanding of the historical and political development of screen-based media industries.
L2	Critically analyse and evaluate theoretical positions, concepts and issues relating to the production and dissemination of cultural texts via screen-based media.
L3	Communicate complex ideas and concepts relating to cultural exchange
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 9 An understanding of the roles of communication systems, modes of representations and systems of meaning in the ordering of societies. An awareness of the economic forces which frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life. An understanding of the role of technology in terms of media production, access and use. A knowledge of the legal, ethical and regulatory frameworks which affect media and cultural production, circulation, and consumption.
Practice: Applied Knowledge and Understanding	SCQF 9
Generic Cognitive skills	SCQF 9 Draw on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	SCQF 9 Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences. Use a range of IT applications to support and enhance work. Interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Autonomy, Accountability and Working with Others	SCQF 9

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	30
Asynchronous Class Activity	20
Independent Study	150
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: Adorno, T. and Horkheimer, M. (1992) 'The Culture Industry as Mass Deception' in Dialectic of Enlightenment, London: Verso (originally published as Dialektik der Aufklärung, 1944) Appagniganesi, R. and Garratt, C. (2002, revised ed.) Introducing Postmodernism, Cambridge: Icon Books Castells, M. (2010): 'Globalisation, Networking, Urbanisation: Reflections on the Spatial Dynamics of the Information Age', Urban Studies 47: 3 https://journals.sagepub.com/doi/abs/10.1177/0042098010377365 McRobbie, A. (2016) Be Creative: making a living in the new culture industries, London: Polity Press Mina, A. X. (2019). Memes to Movements: How the World's Most Viral Media Is Changing Social Protest and Power. New York: Beacon Press. Zuboff, S. (2019) The age of surveillance capitalism: the fight for a human future at the new frontier of power, London: Profile Books (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:

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	Kate Cotter
External Examiner	TBC
Accreditation Details	Screenskills
Module Appears in CPD catalogue	☐ Yes ☐ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Negotiated Assessment (Radio/Television/Print/Multimedia) (50%) 1500 words or equivalent

Assessment 2

Short viral media artefact (50%): circa 3 minutes

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
Review/paper/critique/article	☒	☐	☒	☐	☐	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Creative output: digital media	☒	☒	☒	☐	☐	50	0

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
	14	