**Module Descriptor**

| | | | |
|---|---|---|---|
| **Title** | Global & Cultural Industries | | |
| **Session** | 2026/27 | **Status** | Approved |
| **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-Campus[1]** ☒ | **Hybrid[2]** ☐ | **Online[3]** ☐ | **Work -Based Learning[4]** ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ 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**<br>An understanding of the roles of communication systems, modes of representations and systems of meaning in the ordering of societies.<br>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.<br>An understanding of the role of technology in terms of media production, access and use.<br>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**<br>Draw on a range of sources in making judgements. |
| **Communication, ICT and Numeracy Skills** | **SCQF 9**<br>Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences.<br>Use a range of IT applications to support and enhance work.<br>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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(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 Aufklarung, 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.**<br><br>**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**<br>**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** | Jay Sykes |
| **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.<br><br>(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 |
|---|---|---|
| Updated EE | March 2026 | NMc |
| | | |
| | | |
| | | |
| | | |