Module Descriptor

Title	Livestreaming: Production & Storytelling		
Session	2026/27	**Status**	Existing
Code	BROA10006	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Kate Cotter		

Summary of Module

This module is an opportunity for students to develop their creative practice research skills, to identify and enhance their production and storytelling skills and and to explore some of the wider practical and technological challenges around crafting a narrative using livestreaming in a professional context. Livestreaming has transformed the way we create and consume content and this module will combine theory and practice to explore a variety of livestream practices and collective audiences in recent years across a range of genres.

With the support of a cross-disciplinary teaching team and a variety of workshops and seminars, students will work collaboratively on two live briefs and negotiate and devise innovative ways to use a multicamera set-up to capture those events and narrate them through livestream to a wider online audience. Livestreaming facilitates new forms of audience interaction and engagement, moving beyond simply watching to actively participating in or reacting to the performance or event they are watching live online. Students will gain detailed experience of developing new content in a work related learning context and go on to reflect on and evaluate the approaches and techniques used.

This module follows on from the learning in various production modules at Level 9 and allows students the opportunity to create new dynamic content in response to set livestream briefs and exploring the various creative, technical, and production roles involved in that process.

The module will include:

- Discussions on what is liveness, dynamic digital storytelling & visualisation.
- Planning & development workshops with the performance & broadcast teams.
- Pre-production paperwork including risk assessments & schedules.
- Technical experimenting & rehearsing in advance of the streaming of the live events.
- Delivery of a professional livestreamed outcome for a public audience

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	
L1	Design and implement a plan for a variety of livestreams across different genres.
L2	Develop and apply a significant range of specialised skills in the context of livestreaming.
L3	Exercise substantial autonomy and initiative in the course of an industry standard professional production.
L4	Critically evaluate and reflect on the creative and technical practices encountered before and during the live output.
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** Recognising and understanding the concepts underpinning the chosen research topic and creative project. Gain a broad knowledge of the key issues in livestreaming audio and visual events.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply a range of collaborative processes in the creation of work including: working collectively, co-creation, technical production skills and professional techniques.
Generic Cognitive skills	**SCQF 10**

[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

	Demonstrating originality and efficiency in the creation of the practice-based project. Deriving judgements and conclusions with sound theoretical underpinning about the merits of the completed project. Demonstrating self-critical awareness about the learning journey.
Communication, ICT and Numeracy Skills	**SCQF 10** Selecting and using appropriate ICT applications and resources for the online exhibition and presentation of a visual event to a knowledgeable audience. Communicating detailed, complex information and evidence to a knowledgeable audience. Selecting and applying appropriate ICT applications during practice-based research.
Autonomy, Accountability and Working with Others	**SCQF 10** Systematically identifying and addressing their own learning needs both in current and in new areas. Work effectively under guidance with peers to produce a practice-based project at Honours level and in conjunction with professional conventions. Exercise initiative and independence in carrying out defined activities at a professional level when working alone and with others.

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	12
Tutorial / Synchronous Support Activity	12
Independent Study	160
Asynchronous Class Activity	16
Please select	
Please select	
TOTAL	200 hours total

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Auslander, P. (2008) Liveness: performance in a mediatized culture [electronic book]. 2nd ed. London; New York: Routledge. Francksen, K. and Smith, S. (2024) 'Live performance in digital environments', International Journal of Performance Arts and Digital Media. Onderdijk, K.E., Swarbrick, D., Van Kerrebroeck, B., Mantei, M., Vuoskoski, J.K., Maes, P.-J. and Leman, M. (2021) 'Livestream experiments: The role of COVID-19, agency, presence, and social context in facilitating social connectedness', Frontiers in Psychology, 12, 647929. Available at: https://doi.org/10.3389/fpsyg.2021.647929 (Accessed: 29 April 2025) Phelan, P. (1993) Unmarked: the politics of performance [electronic book]. London; New York: Routledge. Stewart, P., 2017. The live-streaming handbook: how to create live video for social media on your phone and desktop. London: Routledge. TVBEurope (2021) Virtual visualisation of radio, 12 January. Available at: https://www.tvbeurope.com/production-post/virtual-visualisation-of-radio (Accessed: 29 April 2025)
(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:** In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf

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 & Media
Moderator	Chris Gilgallon
External Examiner	Tom Ware
Accreditation Details	Screenskills Select
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Livestream Events (70%) Each student will have created and collaborated on several livestream events in collaboration with group members. These projects will be streamed or aired live to an online audience or equivalent subject to restrictions and also recorded for presentation in a portfolio. The mark is a combination of the quality of the visual or audio event and there will be a personal mark for engagement in the whole process from planning and development to the actual live visual event.
Assessment 2
2,000 Word Reflective Essay (30%) This allows students to reflect on the project, address the learning process and critique the final output and identify areas for improvement and further potential innovation.
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**
Portfolio	☒	☒	☒	☐	☐	70%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☐	☒	☐	30%	

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