Module Descriptor

Title	Professional Practice In Tv, Radio & Podcast Production		
Session	2026/27	**Status**	Existing
Code	BROA10004	**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

The purpose of this module is to act as an exit module for the 4th year students. It is industry focused as creative industry practitioners will deliver some of the content of the module. This will allow the students to become more familiar with current industry professional practice in TV, Radio & Podcast Production.

One of the most significant developments in the digital environment is the rise of the 'network society' in terms of the culture and economy of the Internet. The students will gain an understanding from the industry practitioners of the need for digital media and broadcasting companies to adjust to the rapidly changing modes of content delivery and increasingly uncertain audience responses.

Central to the student's learning will be their ability to reflect on their own work experience and the knowledge gained from the industry practitioners especially in terms of their own assumptions about the industry and current models of employability.

The focus of this module will lead the students to interact with industry professionals and therefore possible future employment pathways.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☐ Paisley		☐ 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	Show an understanding of models of employability in the creative industries, identify skills gaps and potential employment opportunities.
L2	Develop nascent industry contacts and create a professional portfolio to showcase their emerging creative practice including self-reflection and self analysis.
L3	
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** Demonstrate or work with: a critical understanding of the principal theories, concepts and principles. detailed knowledge and understanding in one or more specialism, some of which is informed by or at the forefront of a subject/discipline.
Practice: Applied Knowledge and Understanding	**SCQF 10** Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex/professional levelproblems and issues. Offer professional level insights, interpretations and solutions to problems and issues. Demonstrate some originality and creativity in dealing with professional level issues.
Communication, ICT and Numeracy Skills	**SCQF 10** Make formal presentations about specialised topics to informed audiences. Communicate with professional level peers, senior colleagues and specialists. Use a range of software to support and enhance work at this level.
Autonomy, Accountability	**SCQF 10**

and Working with Others	Work effectively under guidance in a peer relationship with qualified practitioners. Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of practices. Manage and market yourself as a freelancer. How to market yourself and your services including making, following up and maintaining contact with potentialclients. How to access work opportunities with production and distributioncompanies. Ensure the circulation of current and succinct information about yourexperience, past work, achievements and availability. Seek constructive feedbackfrom relevant people and evaluate so you can identify development needs

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
Independent Study	146
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: Lees N (2012) Give me the Money and I'll Shoot. Finance Your Factual TV/ Film Project. London, A and C Black Llewellyn, S (2003) A Career Handbook for TV, Radio, Film, Video and Interactive Media. London MethuenDrama Sharp E. (2009) How To Get A Job In Television. London, A and C Black

The Screenskills guidance on careers https://www.screenskills.com/starting-your-career/
(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	**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	TBC
External Examiner	Tom Ware
Accreditation Details	Screenskills Select
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.06

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The first assessment for this module will be a 3,000 word report. The report will investigate the changing modes of content production & distribution and the changing nature of audience expectations and consumption within television, radio and online delivery. It will

show a critical understanding of key influences and research that informs the arguments stated - 50%.
Assessment 2
The second assessment is a portfolio and a self-reflective 400 word report which should promote and identify the student's professional skills and evaluate their ability to undertake further developments as an industry practitioner or equivalent.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**
CWRK - Essay	☒	☐	☐	☐	☐	50%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Written work	☐	☒	☐	☐	☐	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**
Title amended	Jan 2024	Kate Cotter
Title amended	Mar 2025	Kate Cotter
Moderator TBC	Mar 2026	Kate Cotter