Module Descriptor

Title	Research For Broadcast		
Session	2026/27	**Status**	Existing
Code	BROA09006	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Bettina Talbot		

Summary of Module

The focus of this module will be to facilitate a learner-centred approach to research-engaged learning where the students participate as active and productive members of research communities.

They will be encouraged to develop skills in terms of TV journalistic methods of research and inquiry. They will also be encouraged to view these research skills and techniques from a theoretical point of view. Industry professionals will help students develop effective ideas, identify and develop research skills and give feedback on pitching sessions. This will encourage a reflective and collaborative learning experience for the students.

Key Elements:

TV journalistic research methods and theories

Research case studies

Deskbound and field research skills

Input and feedback from industry researcher on programme ideas

Research based Proposal Pitch and Taster Tape

Research Portfolio

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

[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

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	Demonstrate detailed knowledge of methodological research skills and techniques within the broadcasting industry and apply these to the process of researching a programme idea for a short production.
L2	Demonstrate ability to present an idea in a concise and memorable way including production of a teaser tape.
L3	Demonstrate critical and creative skills in regard to your research methods and creating a research portfolio.
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** A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline. A critical understanding of a selection of the discussed theories, principles, concepts and terminology. Contribute ideas for productions – sources of ideas and how to access them, current trends and developments as well as the changing needs of the industry, the requirements of channels, commissioning editors and funders. Understand how to check your idea is original and regulatory framework and codes of practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Practise routine methods of enquiry and/or research. Practise in a range of professional level contexts which include a degree of unpredictability. Evaluate a research proposal – different styles and genres of productions, the range of difficulties which may affect the realisation of the proposal, how to break down a proposal into practical research tasks, what different resources are needed for different types of production and what the production schedule is and the importance of deadlines.

Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. The ability to draw on a range of sources in making judgements. Identify sources of information and present findings. Also obtain archive material. What factors to take into account when assessing the suitability of information. The different types of research resources available and which are suitable for particular productions. Ways of keeping accessible and comprehensive records of contacts and how to check sources for their validity. Legal and ethical considerations affecting the use of archive material in productions. Types of copyright and what sort of materials they apply to. How to secure licences and permissions, and what should be covered in the terms and conditions.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a range of IT applications to support and enhance work. Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level. Study independently, set goals, manage their own workloads and meet deadlines. Research, plan and schedule research interview with an external partner/ person. Communication skills for written and verbal contact with others. Pitching an idea to an expert panel.

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	33
Tutorial / Synchronous Support Activity	2
Practice-based Learning	3
Independent Study	162
Please select	
Please select	
TOTAL	

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bertrand, I & Hughes, P (2005) Media Research Methods: archives, institutions, texts. Palgrave Macmillan, London. Emm, A (2014) Researching for Television and Radio (Media Skills). Routledge, Oxon. Jensen K, B (2002) Handbook of Media and Communications Research Qualitative and Quantitative Methodologies. Routledge, Oxon. Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(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:** The minimum threshold for engagement and attendance will contain measurable reference to elements such as attendance, completion of assessments, engagement with online and electronic learning resourcesand tasks set by tutor (e.g AULA, Library).

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	TBC
External Examiner	T Ware
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Individual pitch of either a TV or Radio Documentary idea including a teaser – 50%
Assessment 2
Assessment 2 Research Portfolio (1500 words or equivalent) & recorded Research Interview and Research Notes based on your pitch feedback and additional research – 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**
Individual Pitch	☒	☒	☐	☐	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Research Portfolio	☒	☐	☒	☐	☐	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
Change to text in PDP skills "Autonomy, Accountability and Working with others": Research, plan and schedule research interview with an external partner/ person. Communication skills for written and verbal contact with others. Pitching an idea to an expert panel.	13 Feb 2025	Bettina Talbot
Summary module, key elements added: Treatment Writing	12/02/2024	Bettina Talbot
Learning Outcome: Change "Demonstrate critical reflective skills in regard to your research methods." To "Demonstrate critical and creative skills in regard to your research methods and treatment writing."	12/02/2024	Bettina Talbot
Change to Learning and Teaching – changed lecture hours to 30 and added 6 hours of practice based learning. Summary module/ L3 and assessment 2 - change 'treatment' to 'research portfolio' Changed Learning Activity ratio including to outline independent study	12/02/2024 6/3/2025 28 October 2025	Bettina Talbot