



Module Descriptor

Title	TV And Society		
Session	2025/26	Status	Undergraduate
Code	BROA08002	SCQF Level	Level 8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	Daniel Twist		
Summary of Module			
This module will examine the historical developments and cultural shifts within British television from the early sixties to the contemporary period. Students will critically evaluate and analyse texts from the Golden Age of television in the early sixties and seventies and consider the role of authorship and adaptation embedded within the traditions of television drama output. A critical focus of the module will be the student’s engagement with the key political, social and cultural contexts in which scripted and unscripted TV is produced. Students will analyse specific dramatic forms and genres within theoretical frameworks. They will also develop a reflexive understanding of the way in which such concepts inform and contribute to the reading and interpretation of dramatic forms within British TV. Key Elements: Television Narrative Theory Representations in TV Drama British Crime Dramas British Docu-drama Authorship and various creators Adaptation in British Drama British Drama-documentary Key Unscripted Formats and Event TV			

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

Learning Outcomes	
L1	Identify key theoretical perspectives in relation to British television and the historical and cultural context in which they were produced and consumed.
L2	Demonstrate a critical understanding of the key debates and the specific formal aesthetics and theoretical approaches of television and their relationship to specific texts and genres.
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 8 Demonstrate and/or work with: a broad knowledge of the scope, defining features, and main areas of a subject/discipline – understanding of a limited range of core theories, principles and concepts and a limited knowledge and understanding of some major current issues and specialisms. Also an outline knowledge and understanding of research and equivalent scholarly/academic processes. An understanding of the social, cultural and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged.

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

	An understanding of the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments. An awareness of the ways in which critical and cultural theories and concepts have developed within particular contexts.
Practice: Applied Knowledge and Understanding	SCQF 8 Carry out routine lines of enquiry, development or investigation into professional level problems and issues. An awareness of a range of works (in one or more media) which generates different kinds of aesthetic pleasures. An understanding of the narrative processes, generic forms and modes of representation at work in media and cultural texts. An understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning. Engage critically with major thinkers, debates and intellectual paradigms within the field and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of these forms of broadcast drama output. Understand forms of communication, media and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change.
Generic Cognitive skills	SCQF 8 SCQF Level 8 Undertake critical analysis, evaluation and /or synthesis of ideas, concepts, information and issues that are within the common understandings of the subject/discipline. Use a range of routine skills and some advanced specialised skills associated with a subject/discipline- convey complex information to a range of audiences and for a range of purposes. Carry out various forms of research for essays, projects, creative productions involving sustained independent enquiry. Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area. Gather, organise or deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms. Retrieve and generate information, and evaluate sources, in carrying out independent research. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.
Communication, ICT and Numeracy Skills	SCQF 8 Use a range of routine skills and some advanced specialised skills associated with a subject/discipline- convey complex information to a range of audiences and for a range of purposes.

	Carry out various forms of research for essays, projects, creative productions involving sustained independent enquiry. Evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area. Gather, organise or deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms. Retrieve and generate information, and evaluate sources, in carrying out independent research. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.
Autonomy, Accountability and Working with Others	SCQF 8 Exercise autonomy and initiative in some activities at a professional level. Study independently, manage and organise own workloads and meet project deadlines.

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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	24
Independent Study	88
Asynchronous Class Activity	40
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Aldridge Mark (2011) *The Birth of British Television: A History*, London: Palgrave MacMillian

Bignell, Jonathan (2004) *An Introduction to Television Studies*, London: Routledge

Bignell, Jonathan, et al (2000) *British Television Drama: Past, Present and Future*, Basingstoke:Palgrave

Carson, Bruce & Llewellyn-Jones, Margaret (eds.) (2000) *Frames and Fictions on Television: The Politics of Identity within Drama*, Exeter: Intellect Books.

Creeber, G. (2015) *The Television Genre Book*. London: British Film Institute.

Hill, J. (2019) *Ken Loach - the politics of film and television*. London: Bloomsbury.

(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:

75% Attendance

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	Please select
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	Kate Cotter
External Examiner	T Ware
Accreditation Details	ScreenSkills
Module Appears in CPD catalogue	☐ Yes ☒ No

Changes / Version Number	3
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Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay
Assessment 2
Verbal Essay Presentation
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
Essay	☒	☐	☐	☐	☐	50	

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