Module Descriptor

Title	Televison Production: Skills Development		
Session	2026/27	**Status**	Approved
Code	BROA 07002	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Shona Wallace		

Summary of Module

This module allows students to develop their creative and technical skills through the creation of two practical video assignments. The first assignment requires students to create a short factual or fictional film that implements extensive sound design and audio effects.

The second to produce a short film between 3 minutes and 5 minutes based on “a day in the life”. This could be a person, a building a place or a more abstract concept! The production must consider the subject’s image and style and work as a storytelling tool.

Throughout the module further camera techniques will be developed alongside a deepening knowledge of post-production techniques. Students will also be given an introduction to sound recording techniques, chroma key compositing-green screen- and studio-based recording techniques. Team-working and collaborative skills will also be developed alongside an emphasis on professional etiquette.

Students will extend their knowledge and understanding of key concepts from a range of theoretical and practical approaches to short film. Students will acquire a critical terminology and learn practical techniques that can be applied to the production of creative short video sequences.

(Analysis of capturing performance/music video techniques to apply to the creation of a collaborative assignment.)

Introduction to further pre-production documents and (digital) pre-production.

(Student analysis of current and historical music videos, presenting developed understanding of techniques and theoretical context.)

Introduction to chroma-key compositing (green screen) and special effects.

Development of post-production techniques and sound design and layering techniques.

Development of further camera techniques and operation as well the introduction of further sound equipment and skills development.

Editing, sound cleaning techniques and use of audio filters.

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	Demonstrate appropriate professional and technical production/post-production skills by working in a group to create two short video projects.
L2	Apply knowledge and understanding of the pre-production process by researching, planning and organising two short video projects.
L3	Demonstrate critical analysis and an understanding of the context of the work created through entries in a working journal.
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 7** development of video work, analysing key periods of creative practice in relation to wider historical developments of art and film forms.

[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

	Students will gain an awareness of the ways in which different social groups may make use of the audio-visual media in the construction of social and cultural realities, cultural maps and frames of reference. Students will gain an awareness of the historical evolution of particular genres, aesthetic traditions and forms, technologies, and of their current characteristics and possible future developments. Students will produce work which demonstrates an understanding of media forms and structures, audiences and specific communication registers. Students will produce work which is informed by, and contextualised within, relevant theoretical issues and debates. Developing project ideas and proposals: Students will critically examine the nature of creative video practice and how creative experimentation informs contemporary conventions of video production and working practices. Project Development: Students will undertake workshop sessions to develop practical skills in video production and sound design. Students will be able to generate, design and develop creative project ideas. Production work: Students will participate in the development and production of a short video work, critically applying elements of industry practice and key production methods. Technical proficiency: students will be able to fully apply (digital) filming and editing technology in production of short film projects.
Practice: Applied Knowledge and Understanding	**SCQF 7** Students will be able to practically apply knowledge of pre-production: recce, scheduling, cast and crew commission, call-sheets, equipment and prop hire/purchase, location lists and logistical planning. Students will be able to produce scripting, storyboarding, shot lists, lighting plans, production design.
Generic Cognitive skills	**SCQF 7** Define and explain genre types, and apply narrative approaches and techniques of visual storytelling (in the writing of scripts). Demonstrate an awareness of the aesthetics and narrative forms of various genres, and their relation to meanings. Draw upon and bring together ideas from different sources of knowledge and from different academic disciplines. Intellectually analyse and apply aesthetic application, form and genre approaches. Demonstrate an awareness of professional, technical and formal choices which realise, develop or challenge existing practices, and of the possibilities and constraints involved in production processes. Produce work which is informed by, and contextualised within, relevant theoretical issues and debates. Experiment, as appropriate, with forms, conventions, techniques and practices. Be adaptable, creative and self-reflexive in producing work within various genres.

Communication, ICT and Numeracy Skills	**SCQF 7** SCQF Level 7 Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms. Put to use a range of IT skills from basic competences such as data analysis and word-processing to more complex skills using web-based technology or multimedia for research, and develop, as appropriate, specific proficiencies in utilising a range of media technologies.
Autonomy, Accountability and Working with Others	**SCQF 7** With varying emphasis, students in these subject areas will also be able to: Work in flexible, creative and independent ways, showing self-discipline, self- direction and reflexivity. Retrieve and generate information, and evaluate sources, in carrying out independent research. Organise and manage supervised, self-directed projects. Define and assign necessary production roles and responsibilities and work cooperatively within a production team. Communicate effectively in inter-personal settings, in writing and in a variety of media. Work productively in a group or team, showing abilities at different times to listen, contribute and lead.

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
Independent Study	164
Please select	
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:

Bernard, S. (2022) Documentary Storytelling. London. Routledge*

Hurbis-Cherrier, Mick. (2024) Voice & Vision: A Creative Approach to Narrative Film & DV Production. Oxford; Focal Press.

Irving, David K, & Rea, Peter W. (2015) Producing and Directing the Short Film and Video. Oxford; Focal Press.

Jones, Chris & Jolliffe, Genevieve. (2010) Guerilla Film-Makers Pocketbook: Ultimate Guide to Digital Film Making. New York; Continuum International Publishing Group

Owens, J. (2023) Video Production Handbook. Burlington, Focal Press. *

Sonnenschein, David. (2013) Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema. California; Wiese Publishing.

(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:

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	Error! Bookmark not defined.
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	**Yes** **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
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Sound Design film: 50% A short fictional piece in which sound design and soundtrack dominate the narrative. Students will provide: Group film project with production documents. Individual written critical analysis.
Assessment 2
Assessment 2 “A Day In The Life”: 50% Production and execution of a short factual piece titled “A Day In The Life”. Group film project with accompanying pre-production/production documents. Individual written critical analysis.
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**
Creative Output: Sound Design	Error! Bookmark not defined.	X☒	X☒	☐	☐	50	6

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative Output: A Day In The Life	X☒	X☒	X☒	☐	☐	50	6

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	12 hours

Change Control

What	**When**	**Who**
Moderator TBC	March 26	S wallace