

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Broadcasting Concepts & Contexts			
Code: BROA07006	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Kate Cotter		

Summary of Module

This module aims to provide an introduction to the development and different forms of programming within the UK broadcasting industry. The analysis and application of key theoretical paradigms, codes and conventions which govern specific genres will be considered within the cultural, political and historical context of broadcast output. Concepts pertaining to issues of ideology, representation, television aesthetics, public service broadcasting and the advent of digital/multi-platform delivery will also be examined within the framework of the production process, audience reception and global impact. Consideration will be given to the following:

Key historical developments within a UK context

Contemporary debates on public service broadcasting

Audiences and contemporary patterns of consumption

Globalization and impact of multi-platform delivery on processes of production

Genre and hybridity

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery : Ayr Campus

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate knowledge and understanding of the development of specific programming forms within the UK broadcasting industry.
L2	Explain and demonstrate understanding of key concepts and theoretical approaches to broadcasting.
L3	Analyse and evaluate broadcast texts within a cultural, political and historical context.
L4	Demonstrate knowledge of the contemporary multi-platform approaches to broadcasting and audiences.

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)	<p>SCQF Level 7</p> <p>Demonstrate and/or work with:</p> <p>a broad knowledge of the subject/discipline in general knowledge that is embedded in the main theories, concepts and principles</p> <p>an awareness of the evolving/changing nature of knowledge and understanding</p> <p>3.1.5 an understanding of particular media forms and genres and the way in which they organise understandings, meanings and affects</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>use some of the basic and routine professional skills, techniques and practices and or materials associated with a subject/ discipline</p> <p>engage critically with major thinkers, debates and intellectual paradigms within the field and put them to productive use</p> <p>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</p>
Generic Cognitive skills	<p>SCQF Level 7</p> <p>present and evaluate arguments, information and ideas which are routine to the subject/discipline</p> <p>analyse closely, interpret, and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of these forms of broadcast output</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>convey complex ideas in well-structured and coherent form carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry</p> <p>evaluate and draw upon the range of sources and the conceptual frameworks appropriate to research in the chosen area</p> <p>gather, organise or deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms</p> <p>retrieve and generate information, and evaluate sources, in carrying out independent research</p> <p>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</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>exercise some initiative and independence in carrying out defined activities at a professional level</p> <p>study independently, manage and organise own workloads and meet project deadlines</p>
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 (Normally totalling 200 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
Personal Development Plan	12
Asynchronous Class Activity	50
Independent Study	84
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Aldridge M. (2012) <i>The Birth of British Television</i>: London: Routledge</p> <p>Bignell J. (2013) <i>An Introduction to Television Studies</i> (3rd ed.), London: Routledge</p> <p>Rudin R. (2011) <i>Broadcasting in the 21st century</i>, Basingstoke: Palgrave MacMillan</p> <p>Digital Resources:</p> <p>Critical Studies in Television Historical Journal of Film, Radio and Television Media Culture and Society Screen</p>	

(**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:

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.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Ravi Sagoo
External Examiner	T Ware
Accreditation Details	Screenskills
Changes/Version Number	2.07

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – 50%

Assessment 2 – 50%

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay		✓	✓	✓		50	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case Study	✓					50	

Combined Total for All Components						100%	
--	--	--	--	--	--	-------------	--

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)