

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: TV Drama and Society			
Code: BROA08002	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Daniel Twist		
Summary of Module			
<p>This module will examine the historical developments and cultural shifts within British television drama from the early sixties to the contemporary period. Students will critically evaluate and analyse texts from the Golden Age of television drama 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 drama is produced. Students will analyse specific dramatic forms and genres within the theoretical framework of realism, naturalism and narrative. 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 Drama.</p> <p>Key Elements:</p> <p>Television Narrative Theory</p> <p>Representations in TV Drama</p> <p>British Crime Dramas</p> <p>British Docudrama</p> <p>Authorship and various creators</p> <p>Adaptation in British Drama</p> <p>Soap Operas</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
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 type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" 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	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 drama and their relationship to specific texts and genres.
L3	Click or tap here to enter text.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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:

<p>Knowledge and Understanding (K and U)</p>	<p>SCQF Level 8</p> <p>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.</p> <p>An understanding of the social, cultural and political histories from which different media and cultural institutions, modes of communication, practices and structures have emerged.</p> <p>An understanding of the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments.</p> <p>An awareness of the ways in which critical and cultural theories and concepts have developed within particular contexts.</p>
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 8</p> <p>Carry out routine lines of enquiry, development or investigation into professional level problems and issues.</p> <p>An awareness of a range of works (in one or more media) which generates different kinds of aesthetic pleasures.</p> <p>An understanding of the narrative processes, generic forms and modes of representation at work in media and cultural texts.</p> <p>An understanding of the audio, visual and verbal conventions through which sounds, images and words make meaning.</p> <p>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.</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>
<p>Generic Cognitive skills</p>	<p>SCQF Level 8</p> <p>Undertake critical analysis, evaluation and /or synthesis of ideas, concepts, information and issues that are within the common understandings of the subject/discipline.</p>

Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>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.</p> <p>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.</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. 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 8</p> <p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Study independently, manage and organise own workloads and meet project deadlines.</p>					
Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p> <table border="1" data-bbox="515 1323 1359 1462"> <tr> <td data-bbox="515 1323 798 1391">Module Code:</td> <td data-bbox="805 1323 1359 1391">Module Title:</td> </tr> <tr> <td data-bbox="515 1402 798 1462">Other:</td> <td data-bbox="805 1402 1359 1462"></td> </tr> </table>		Module Code:	Module Title:	Other:	
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.	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours</p>

	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
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

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.

Corner, J. & Sylvia Harvey (eds) *Enterprise and Heritage: Crosscurrents of National Culture*, London: Routledge

Creeber, Glen (2004) *Fifty Key Television Programmes*, London: Arnold

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

Hampshire: Palgrave.

Journals:

www.Screen.co.uk

Journal of Popular Film and Television Journal of Cultural Studies

Adaptation

Media Culture and Society

The Journal of British Cinema and Television Critical Studies in Television

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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.

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	Kate Cotter
External Examiner	T Ware
Accreditation Details	ScreenSkills
Changes/Version Number	2.09

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 Essay

Assessment 2 Essay

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.)

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	X					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
Essay		X				50	

Component 3							
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
Combined Total for All Components						100%	XX hours

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)