

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Studio Production			
Code: BROA08004	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:	Shona Wallace		
Summary of Module			
<p>The purpose of this module is to allow the students to become more familiar with television industry studio practice and associated online and professional studio production approaches.</p> <p>Central to the student's learning will be their ability to reflect on the knowledge of a number of television production roles as applied by the student in studio production projects.</p> <p>This module will introduce UK students to some of the skills, attributes and procedure necessary to achieve competency in the following Screenskills National Occupational Standards Production (Film & TV):</p> <ul style="list-style-type: none">• P1, P4, P6, P7 - P12, P16 - P25, P41 - P46, X1 - X4• Students will develop competency in studio production techniques.• Students will analyse various professional TV output and deconstruct the content, identifying specific techniques and professional practice.• Students will work as part of a production team to create a television show.• Students will reflect on their individual studio role and reflect on the final product.			

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

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	L1. Demonstrate an understanding of current studio and multi camera practice
L2	L2. Demonstrate safe production practices in relation to studio and multi camera production
L3	L3. Display an expertise in one area of multi-camera or studio production
L4	L4. Demonstrate a critical and self-reflective understanding of multi-camera or studio produced work within a contemporary industrial context
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:
Knowledge and Understanding (K and U)	SCQF Level 8 Demonstrate and/or work with: a broad knowledge of the scope, defining features, and main areas of a subject/discipline with detailed knowledge in some areas.
Practice: Applied Knowledge and Understanding	SCQF Level 8 Use a range of routine skills, techniques, practices, a few of which are advanced or complex, in relation to studio multi-camera, lighting and sound mixing.
Generic Cognitive skills	SCQF Level 8

	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.</p> <p>Use a range of approaches to formulate evidence-based solutions/ responses to defined and/or routine problems/issues.</p> <p>Draw on a range of sources in making judgements.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Use a range of routine skills and some advanced and specialised skills associated with studio and multi-camera production, for example:</p> <p>Convey complex information to a range of audiences and for a range of purposes.</p> <p>Use a range of IT applications to support and enhance work.</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>Take significant managerial or supervisory responsibility for the work of others in defined areas of work.</p>	
	<p>Manage resources within defined areas of work.</p> <p>Take the lead on planning in familiar or defined contexts.</p> <p>Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.</p> <p>Work in support of current professional practice under guidance.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices under guidance.</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	
<p>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>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: Learning and teaching in this module will</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours</p>

<p>be focussed on the lectures and studio-based workshops. These will allow the students to discuss and reflect on the current professional practices and how they can be applied to working in studio production and multi-camera teams in class projects.</p> <p>The module supports the acquisition and development of graduate attributes and employability, lifelong learning and citizenship competencies by:</p> <ol style="list-style-type: none"> 1) Surfacing assessment-employability linkages to ensure the hard and soft skills and competencies learners are developing are made explicit and allowing learners to evidence the development of these skills and competencies; 2) Providing learners with the opportunity to work within a large team of peers in order to develop leadership and negotiation skills and support the development of diversity awareness and interpersonal sensitivity; <p>Supporting learners in the development of self-reflection and evaluation skills and competencies through the explicit focus on personal development planning and the production of reflective work.</p>	include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	3
Tutorial/Synchronous Support Activity	33
Asynchronous Class Activity	32
Independent Study	132
Choose an item.	
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:

Brown, Lucy and Duthie, Lyndsay. The TV Studio Production Handbook. I&B Tauris and Co Ltd. (2019)

Fairweather, Rod. (1998) Basic Studio Directing (Media Manuals). Burlington; Focal Press.

Singleton-Turner, Roger. (2021) Cue and Cut - A Practical Approach to Working in Multi Camera Studios. Manchester; Manchester University Press.

Utterback, Andrew. (2019) Studio Television Production and Directing (Media Manuals). Burlington; Focal Press.

Access to a fully functioning TV Studio (or software and equipment allowing an online equivalent) for both tuition and independent study is essential.

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:

Attendance at all sessions is essential as it is very difficult for notes on Aula to substitute for the hands-on experience of working in the TV Studio with the online equivalent.

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	Paul Tucker
External Examiner	Tom Ware
Accreditation Details	Screenskills
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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.</p>
Assessment 1 Programme deconstruction and analysis (1500 words) - 30%
<p>Assessment 2 Practical assessment and critical review of that assessment (1000 words) - 70% The students will make a studio based programme in collaboration with other students from the Division Programmes (eg Performance/Journalism/Music)</p>
Assessment 3 – Free Text
<p>(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.)</p>

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
Analysis Essay				X		30	6

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
Practical critical review	X	X	X	X		70	30

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%	36 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)