

University of the West of Scotland

Module Descriptor

Session: 2024/25

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| Title of Module: TV Production A | | | |
| Code: BROA09004 | SCQF Level: 9 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of BCI | | |
| Module Co-ordinator: | Paul Tucker | | |
| Summary of Module | | | |
| <p>This module introduces students to contemporary methods and practices involved in television production. Through practice-based study in response to a specific production brief and relevant critical analysis and</p> <p>reflexive review, students will gain experience of television production in contemporary creative contexts and evaluate the benefits of a variety of production approaches and techniques.</p> <p>The module consists of lectures, screenings and practical workshops designed to consolidate the existing technical and creative skills of students and develop their abilities in the central elements of television production from pre-production to post-production. Screenings of class work with elements of self and peer critique are held at regular intervals.</p> <p>A significant element of the course is devoted to practice-based study that is both team-based and individual in response to a specific brief, this is supported by tutorial sessions where students are offered guidance in terms of their creative approach.</p> <p>This module encourages students to employ creative and imaginative approaches to developing a specific programme concept – developing skills essential to the creation of television productions and to the creative industries in general. Beyond this, the module provides students with an understanding of the context within which their work will be regarded.</p> <p>In recent years this module benefitted from the input of executives from Lion Scotland production company. They have provided focused, intensive teaching input and live assessment briefs for the students.</p> | | | |

Module Delivery Method

| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |
|---------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" 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 | | Term 2 | | Term 3 | |
| | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | | <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: | |
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| L1 | Produce television production work demonstrating a creative and imaginative approach to specific briefs |
| L2 | Develop technical and aesthetic skills required for the development and production of television programmes |
| L3 | Demonstrate knowledge of the creative contexts and critical debates surrounding contemporary television production |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| 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 9</p> <p>Demonstrate and/or work with:</p> <p>A broad and integrated knowledge and understanding of the scope, main areas and boundaries of television production ;</p> |

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| | <p>an understanding of the role of technology in terms of media production, access and use;</p> <p>a knowledge of the legal, ethical and regulatory frameworks which affect media and cultural production, circulation, and consumption;</p> <p>understand the implications and potential for television production works presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in television production</p> |
| <p>Practice: Applied Knowledge and Understanding</p> | <p>SCQF Level 9</p> <p>Students will be able to:</p> <p>Use a selection of the principal skills, techniques, practices and/or materials associated with the television production</p> <p>Produce work which demonstrates the effective manipulation of sound, image and/or the written word;</p> <p>Produce work showing competence in operational aspects of media production technologies, systems, techniques and professional practices;</p> <p>Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.</p> <p>Initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media;</p> <p>Use a few skills, techniques, practices and/or materials that are specialised or advanced.</p> <p>Practise routine methods of enquiry and/or research:</p> <p>Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry;</p> <p>Practise in a range of professional level contexts which include a degree of unpredictability.</p> <p>Produce work which demonstrates the effective manipulation of sound, image and/or the written word;</p> <p>Manage time, personnel and resources effectively, by drawing on planning and organisational skills;</p> |

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| <p>Generic Cognitive skills</p> | <p>SCQF Level 9</p> <p>The ability to:</p> <p>Draw on a range of sources in making judgements;</p> <p>Analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation;</p> <p>Formulate reasoned responses to the critical judgements of others;</p> <p>Analyse closely, interpret, and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of forms of communication, media and culture.</p> | | |
| <p>Communication, ICT and Numeracy Skills</p> | <p>SCQF Level 9</p> <p>Convey complex information to a range of audiences and for a range of purposes communicate effectively in inter-personal settings, in writing and in a variety of media to present and promote documentary project concepts;</p> <p>Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms;</p> <p>Use a range of standard applications to process and obtain data-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, and develop, as appropriate, specific proficiencies in utilising a range of media technologies.</p> | | |
| <p>Autonomy, Accountability and Working with others</p> | <p>SCQF Level 9</p> <p>Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example:</p> <p>Articulate ideas and information comprehensibly in visual, oral and written forms;</p> <p>Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources;</p> <p>Select and employ communication and information technologies.</p> | | |
| <p>Pre-requisites:</p> | <p>Before undertaking this module the student should have undertaken the following:</p> <table border="1" data-bbox="517 1944 1369 2011"> <tr> <td data-bbox="517 1955 794 2011">Module Code:</td> <td data-bbox="794 1955 1369 2011">Module Title:</td> </tr> </table> | Module Code: | Module Title: |
| Module Code: | Module Title: | | |

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| | Other: | Production modules at Level 8 or equivalent |
| Co-requisites | Module Code: | Module Title: |

*Indicates that module descriptor is not published.

| Learning and Teaching | |
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| 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>For the last eight years, this module has benefitted from the input of staff from independent TV production companies. They were able to discuss in great detail the development, pre-production, production and post production of the repeatable, returnable, factual formats that they produce. The students worked in groups to analyse and deconstruct the making of the show. They also made their own version of one section of the show. For the past four years this has been done with Lion Scotland using Homes Under The Hammer as the exemplar. I am hoping this will be repeated in 2023/24.</p> <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 and hours spent on other learning activities)</p> |
| Lecture/Core Content Delivery | 36 |
| Laboratory/Practical Demonstration/Workshop | 6 |
| Independent Study | 158 |
| | 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:

Bamford, Nick (2012), Directing Television, a professional survival guide (Bloomsbury)
 Jacobs, Jason & Peacock, Steven (2013) Television Aesthetics and Style (Bloomsbury)
 Rabiger, Michael & Hermann, Courtney Directing The Documentary - Routledge

Stradling, Linda – (2010) - Production Management for TV and Film (Bloomsbury)

Thirkell, Robert – (2010) – C.O.N.F.L.I.C.T. – An Insider's guide to Storytelling In Factual/Reality TV and Film Methuen Drama

(*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:

Attendance at all sessions – participation in group project.

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

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| Divisional Programme Board | Arts and Media |
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| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Arts and Media |
| Moderator | Tony Grace |
| External Examiner | T. Ware |
| Accreditation Details | Screenskills |
| Changes/Version Number | 6 |

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| Assessment: (also refer to Assessment Outcomes Grids below) |
| Assessment 1 – 50% . Practical Assignments: In groups, Students are required to participate in a television production project fulfilling a specific brief. This will be supported by a portfolio of production paperwork. |
| Assessment 2 - 25% Students will reflect on their practical assignment in the form of a written report. This will: - explain and provide a rationale for creative decisions made within the work - identify key influences informing the work and the research process undertaken - evaluate the work in relation to the brief. They will also write a brief report analysing the work of their group in response to the demands of the group- work assessment |
| Assessment 3 – 25% Write a research brief for a specific television production project. This is an individual assignment. |
| (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 |
| Creative output/ Audiotapes / Videotapes / Games/ Simulations | x | x | | | | 50 | 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 |
| Essay | x | x | | | | 25 | 33 |

| 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 |
| Research Brief | | | x | | | 25 | 3 |
| Combined Total for All Components | | | | | | 100% | XX hours |

Change Control:

| What | When | Who |
|---|--------------------|----------|
| Change in weighting of assessments | Pre 23/24 delivery | P Tucker |
| Change in modes of delivery | Pre 23/24 delivery | P Tucker |
| EE updated | 11/03/2024 | P Tucker |
| 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 |

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| General housekeeping to text across sections. | 12/12/23 | D Taylor |
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Version Number: MD Template 1 (2023-24)