University of the West of Scotland

Module Descriptor

Title of Module: TV Production B			
Code: BROA09005	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Bettina Talbot		

Summary of Module

This module follows on from TV Production (a) and further consolidates students abilities and participation in contemporary methods and practices involved in television production.

Through practice-based study in response to a production brief and relevant critical analysis and reflexive review, students will gain detailed experience of television production in contemporary creative contexts and evaluate the benefits of a variety of production approaches and techniques.

The module consists of lectures, screenings and practical workshops designed to further consolidate the technical and creative skills of students and develop their abilities in the central elements of television pre and post-production. The focus of the module is the development and production of a short form television programme.

A significant element of the course is devoted to practice-based study, This is supported by tutorial sessions where students are offered guidance in terms of their creative approach.

This module encourages students to employ creative and imaginative approaches to developing concepts, approaches to production of television – developing skills essential to the creation of digital content 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.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
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:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

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 of contemporary television production practice in the context of managing and/or participating in a complex project
L2	Develop technical and aesthetic skills in the production and post-production of television production.
L3	Exercise autonomy and initiative to produce a finished television project, while practicing in ways that show awareness of own and others' roles within the production team.
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:
Knowledge and Understanding (K and U)	SCQF Level **9** Demonstrate and/or work with: A broad and integrated knowledge and understanding of the scope, main areas and boundaries of television production. An understanding of the role of technology in terms of media production, access and use. A knowledge of the legal, ethical and regulatory frameworks which affect media and cultural production, circulation, and consumption. 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 productions.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Use a selection of the principal skills, techniques, practices and/or materials associated with the television production. Produce work which demonstrates the effective manipulation of sound, image and/or the written word. Produce work showing competence in operational aspects of media production technologies, systems, techniques and professional practices. Be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms. Initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic media.

	Use a few skills, techniques, practices and/or materials that are specialised or advanced.
	Practise routine methods of enquiry and/or research.
	Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent enquiry.
	Practise in a range of professional level contexts which include a degree of unpredictability.
	Produce work which demonstrates the effective manipulation of sound, image and/or the written word.
	Manage time, personnel and resources effectively, by drawing on planning and organisational skills.
Generic Cognitive skills	SCQF Level **9**
	Draw on a range of sources in making judgements.
	Analyse information and experiences, formulate independent; judgements, and articulate reasoned arguments through reflection, review and evaluation.
	Formulate reasoned responses to the critical judgements of others.
	Analyse closely, interpret, and show the exercise of critical judgement in the understanding and, as appropriate, evaluation of forms of communication, media and culture.
Communication, ICT and Numeracy Skills	SCQF Level **9**
	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.

	Gather, organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms. 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.
Autonomy, Accountability and Working with others	SCQF Level **9** Use a range of basic and advanced skills and, where applicable, specialised skills in support of established practices in a subject/discipline. Articulate ideas and information comprehensibly in visual, oral and written forms. Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources. Select and employ communication and information technologies.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:BROA09004	**Module Title: TV Production A**
	Other:	Or equivalent
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	**Student Learning Hours** (Normally totalling 200 hours):

undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12 hours
Practice Based Learning	24 hours
Tutorial/Synchronous Support Activity	2 hours
Independent Study	162 hours
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total

**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 (Bllomsbury)

Jacobs, Jason & Peacock, Steven (2013) Television Aesthetics and Style (Bloomsbury)

Rabiger,Michael & Hermann, Courtney Directing the Documentary Routledge

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.

For the purposes of this module, academic engagement equates to the following:

Attendance at teaching sessions and involvement in and joint responsibility for practical assessment.

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 ☐No ☐
School Assessment Board	Arts & Media
Moderator	Paul Tucker
External Examiner	T Ware
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

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 Practical Assignment & Portfolio (80%): Students are required to participate in one factual television production project including a group presentation, relevant paperwork.

Assessment 2 Individual Report – 1500 words + 500 word individual report on the teamwork (20%)

In addition, students will reflect on their own practical assignment in the form of a written report. This will:

- explain and provide a rationale for creative decisions made your own practice and your contribution to the group work

- identify key influences informing the work and the research process undertaken by including references to relevant articles, books and documentaries included on the reading list and beyond.
- evaluate your own contribution to the final film

Assessment 3 – Free Text

(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
Portfolio of Practical	x	x				80	

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
CWRK			x			20	

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
Learning and teaching contact hours	12/02/2024	Bettina Talbot

Version Number: MD Template 1 (2023-24)