University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Research for Broadcast			
Code: BROA09006	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
The focus of this module will be to facilitate a learner-centred approach to research-engaged learning where the students participate as active and productive members of research communities. They will be encouraged to develop skills in terms of TV journalistic methods of research and inquiry. They will also be encouraged to view these research skills and techniques from a theoretical point of view. Industry professionals will help students develop effective ideas, identify and develop research skills and give feedback on pitching sessions. This will encourage a reflective and collaborative learning experience for the students. Key Elements: TV journalistic research methods and theories Research case studies Deskbound and field research skills Input and feedback from industry researcher on programme ideas Research based Proposal Pitch and Taster Tape Treatment Writing

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 detailed knowledge of methodological research skills and techniques within the broadcasting industry and apply these to the process of researching a programme idea for a short production.
L2	Demonstrate ability to present an idea in a concise and memorable way including production of a teaser tape.
L3	Demonstrate critical and creative skills in regard to your research methods and treatment writing.
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** A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline. A critical understanding of a selection of the discussed theories, principles, concepts and terminology. Contribute ideas for productions – sources of ideas and how to access them, current trends and developments as well as the changing needs

	of the industry, the requirements of channels, commissioning editors and funders.
	Understand how to check your idea is original and regulatory framework and codes of practice.
Practice: Applied Knowledge and Understanding	SCQF Level **9**
	Practise routine methods of enquiry and/or research.
	Practise in a range of professional level contexts which include a degree of unpredictability.
	Evaluate a research proposal – different styles and genres of productions, the range of difficulties which may affect the realisation of the proposal, how to break down a proposal into practical research tasks, what different resources are needed for different types of production and what the production schedule is and the importance of deadlines.
Generic Cognitive skills	SCQF Level **9**
	Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.
	The ability to draw on a range of sources in making judgements. Identify sources of information and present findings. Also obtain archive material.
	What factors to take into account when assessing the suitability of information. The different types of research resources available and which are suitable for particular productions. Ways of keeping accessible and comprehensive records of contacts and how to check sources for their validity.
	Legal and ethical considerations affecting the use of archive material in productions. Types of copyright and what sort of materials they apply to. How to secure licences and permissions, and what should be covered in the terms and conditions.
Communication, ICT and Numeracy Skills	SCQF Level **9**
	Use a range of IT applications to support and enhance work.
	Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences.
Autonomy, Accountability and Working with others	SCQF Level **9**
	Exercise autonomy and initiative in some activities at a professional level.

	Study independently, set goals, manage their own workloads and meet deadlines.
	Plan and schedule production activities. The required sequence and likely duration of activities in the different stages of the production process. The types of contingencies that can occur, and how to allow for these in the schedule. Who should receive copies of the schedule and when. Also who needs to be informed of changes to the schedule.

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	30 hours
Tutorial/Synchronous Support Activity	6 hours
Practice Based Learning	6 hours
Choose an item.	
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:

Bertrand, I & Hughes, P (2005) Media Research Methods: archives, institutions, texts. Palgrave Macmillan, London.

Emm, A (2014) Researching for Television and Radio (Media Skills). Routledge, Oxon.

Jensen K, B (2002) Handbook of Media and Communications Research Qualitative and Quantitative Methodologies. Routledge, Oxon.

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:

The minimum threshold for engagement and attendance will contain measurable reference to elements such as attendance, completion of assessments, engagement with online and electronic learning resources (e.g AULA, Library).

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 Part A) Individual pitch of either a TV or Radio Documentary idea including a teaser – 50%
Assessment 2 Treatment (1500 words) & recorded Research Interview and Research Notes based on your pitch feedback and additional research – 50%
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
Presentation	x	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		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
Summary module, key elements added: Treatment Writing	12/02/2024	Bettina Talbot
Learning Outcome: Change "Demonstrate critical reflective skills in regard to your research methods." To "Demonstrate critical and creative skills in regard to your research methods and treatment writing."	12/02/2024	Bettina Talbot
Change to Learning and Teaching – changed lecture hours to 30 and added 6 hours of practice based learning.	12/02/2024	Bettina Talbot

Version Number: MD Template 1 (2023-24)