Title of Module: Production for Multiplatform			
Code: BROA09010	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Daniel Twist		

Summary of Module
Production for Multiplatform aims to highlight the current production methodology for multiplatform output within the UK and beyond.   The module will address current issues surrounding audiences, broadcast formats, social media interaction, and content repurposing for differing media.   Students will develop a multiplatform treatment proposal that will demonstrate an understanding of various aspects of storytelling and connected viewing of multiplatform audiences.

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 creative and critical engagement with key concepts and issues informing contemporary multiplatform production.
L2	Research, develop and produce a programme proposal treatment for a multiplatform series.
L3	Demonstrate a critical understanding of the development of multiplatform productions within the broadcasting industry.
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 critical understanding of a selection of the principal theories, principles, concepts and terminology A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline
Practice: Applied Knowledge and Understanding	SCQF Level **9** Use a selection of the principles, skills, techniques, practices and/or materials associated with a subject/discipline Practice routine methods of enquiry and or research
Generic Cognitive skills	SCQF Level **9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues Identify and analyse routine professional problems and issues.

Communication, ICT and Numeracy Skills	SCQF Level **9** Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example 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	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	Level 8 Production modules 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 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	36
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

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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:

Dunleavy, T. (2018). Complex Serial Drama And Multiplatform Television. 1st ed. London: Routledge. Dwyer, P. (2019). Understanding Media Production. London: Routledge.

Evans, Elizabeth (2011) Television: Audiences, New Media, and Daily Life. Hoboken : Taylor & Francis. Emm, A. (2014). Researching for the Media (2nd ed.). London: Routledge.

Holt, Jennifer & Sanson, Kevin (editors, 2014) Viewing, Selling, Streaming, & Sharing Media in the Digital Age, Routledge.

Gitner, S. (2016). Multimedia Storytelling. London: Routledge.

Lambert, J., & Hessler, B. (2018). Digital Storytelling: Capturing Lives, Creating Community (5th ed.). London: Routledge.

Lees, Nicola. (2010) Greenlit: developing factual/reality TV ideas from concept to pitch. London: Methuen Drama, 2010.

Lotz, Amanda D (2014) The television will be revolutionized (2nd ed.). New York: New York University Press.

McErlean, K. (2018). Interactive narratives and transmedia storytelling. London: Routledge.

Zeiser, Anne (2015), Transmedia Marketing. From Film and TV to Games and Digital Media. Routledge

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Click or tap here to enter text.

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:

75% minimum attendance.

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	N Hollins
Accreditation Details	ScreenSkills
Changes/Version Number	2.02

Assessment: (also refer to Assessment Outcomes Grids below)

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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 Initial Multiplatform Idea Pitch and One-Page Treatment – An live video call presentation of the proposed multiplatform series idea for TV or Radio or Podcast with written one-page treatment. Highlighting specific unscripted genre and multiplatform context. 30%

Assessment 2 Extended Treatment and Taster Tape – students will further develop a multiplatform format extended treatment including format, story development, contributor details and rationale for inclusion. 50%

Assessment 3 A 1500 word reflective essay that examines their progress through the module and development as producers. 20%

(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.)

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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						

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**
Creative output/ Audiotapes / Videotapes / Games/ Simulations			X				

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**
Essay		X					
Combined Total for All Components						**100%**	**0 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)

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