

## University of the West of Scotland

## Module Descriptor

Session: 202324

<b>Title of Module:</b> Developing Factual Formats			
<b>Code:</b> BROA10001	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<b>ECTS:10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of BCI		
<b>Module Co-ordinator:</b>	Paul Tucker		
<b>Summary of Module</b>			
<p>Developing Factual Formats aims to extend and further consolidate students' abilities in contemporary television formats and factual production. The module will address current issues relating to the development, production, financing, commissioning and global franchising of a returnable, factual television and multiplatform formats including factual entertainment formats. Students will develop and produce a taster for a factual programme or series, targeted for broadcast or multiplatform commission.</p> <p>Students will develop a number of factual television format concepts underpinned by appropriate research and critical engagement. They will fully develop one of these formats and present this proposal to a project- commissioning panel including, where possible, relevant industry professionals.</p> <p>One important aspect of this module is the importance placed on feedback. The student will be encouraged to develop their idea based on feedback from industry experts, lecturers and peers</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
The module will <b>normally</b> 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 checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**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 advanced creative and critical engagement with key concepts and issues informing contemporary factual television and multiplatform formats
L2	Research, develop and produce a proposal and taster tape for a factual television or multiplatform repeatable, returnable format
L3	Demonstrate effective concept development and complex project management and appropriate creative development in the context of contemporary factual television and multiplatform formats

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<b>SCQF Level 10</b> Use a range of the principal skills, techniques, practices and/or materials which are associated with the development of a factual television project. Use a few skills, techniques, practices and/or materials which are specialized, advanced or at the forefront of factual television development, production and practice. Execute a defined project of research, investigation or development and identify and implement relevant outcomes. Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism
Practice: Applied Knowledge and Understanding	<b>SCQF Level 10</b> <hr style="border: 2px solid black;"/> Use a few skills, techniques, practices and/or materials which are specialized, advanced or at the forefront of the development of a

	<p>factual television production and practice</p> <p>Execute a defined project of research, investigation or development and identify and implement relevant outcomes.</p>
Generic Cognitive skills	<p><b>SCQF Level 10</b></p> <hr/> <p>Critically identify, define, conceptualise, and analyse complex/ professional level problems and issues. Offer professional level insights, interpretations and solutions to problems and issues.</p> <p>Critically review and consolidate knowledge, skills and practices and thinking in a contemporary factual programming.</p> <p>Consider and evaluate their own work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions.</p> <p>Demonstrate some originality and creativity in dealing with professional level issues.</p> <p>Initiate, develop and realise distinctive and creative .be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.</p> <p>Work in flexible, creative and independent ways, showing self-discipline, self- direction and reflexivity;</p> <hr/>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 10</b></p> <p>Use a range of routine and some advanced skills relevant to contemporary factual format production – for example: communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise; communicate with peers, senior colleagues and specialists; use a wide range of software to support and enhance work at this level.</p> <hr/>
Autonomy, Accountability and Working with others	<p><b>SCQF Level 10</b></p> <p>Exercise autonomy and initiative in professional and equivalent activities</p> <p>Take significant responsibility for the work of others and a significant range of resources Practice in ways which shows an awareness of own and others' roles and responsibilities.</p>

	Deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.	
	Organise and manage supervised, self-made factual television projects; Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach;	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	Level 9 Production modules or equivalent
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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

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.

Chalaby, Jean (2016) The Format Age : Television's Entertainment Revolution. Cambridge: Polity  
 Lotz, Amanda (2014) The television will be Revolutionized. New York . New York University Press

Bazalgette, Peter (2005) Billion Dollar Game: how three men risked it all and changed the Face of TV, London: Little Brown.

(\*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 lectures, pitching of original idea at pitching session.

### **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**

<b>Divisional Programme Board</b>	Arts and Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts and Media
<b>Moderator</b>	Daniel Twist
<b>External Examiner</b>	T. Ware
<b>Accreditation Details</b>	Screenskills
<b>Changes/Version Number</b>	3.08- EE updated

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1 Final Project Pitch – A factual television or multiplatform format including taster tape and one page treatment will be presented to a panel of producers and commissioners. After feedback during and after the pitch, the student can further develop the treatment and taster tape before final submission - 60%
Assessment 2 Extended Treatment plus contextualised industry report – 40%
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Demonstrations/ Poster presentations/ Exhibitions		x				60	22

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
portfolio of practical work/essay	x		x			40	14

<b>Combined Total for All Components</b>	<b>100%</b>	<b>36 hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Changed Assessment weighting	Pre 23/24 session	Paul Tucker
Updated contact hours to reflect institution's change back from hybrid delivery	Pre 23/24 session	Paul Tucker
Further guidance on aggregate regulation and application when completing template	16/01/2020	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)**