University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Professional Practice in Broadcasting			
Code: BROA10004	**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:	Kate Cotter		

Summary of Module
The purpose of this module is to act as an exit module for the students. It is industry focussed as industrypractitioners will deliver the content of the module. This will allow the students to become more familiar withcurrent broadcast industry professional practice. One of the most significant developments in the digital environment is the rise of the 'network society' in termsof the culture and economy of the Internet. The students will gain an understanding from the industrypractitioners of the need for digital broadcasting companies to adjust to the rapidly changing modes of contentdelivery and increasingly uncertain audience responses. Central to the student's learning will be their ability to reflect on their own work experience and the knowledgegained from the industry practitioners especially in terms of their own assumptions about the industry andcurrent models of employability. A field trip to a broadcasting company will form part of the module. The focus of this module will lead the students to interact with industry professionals and therefore possiblefuture employment pathways. Key Elements: - Input from Industry Practitioners on current practices in Broadcasting   - Input from UWS Careers Staff   - Field trip to Broadcasting company

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	Show an understanding of models of employability in the current broadcasting industries and identify potential employment opportunities.
L2	Develop nascent industry contacts and create a professional portfolio to showcase their emerging creative practice including self-reflection identifying skills gaps and self analysis.

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 **10** Demonstrate or work with: a critical understanding of the principal theories, concepts and principles. detailed knowledge and understanding in one or more specialism, some of which is informed by or at the forefront of a subject/discipline.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism.
Generic Cognitive skills	SCQF Level **10** Critically identify, define, conceptualise and analyse complex/professional levelproblems and issues. Offer professional level insights, interpretations and solutions to problems and issues.

	Demonstrate some originality and creativity in dealing with professional level issues.
Communication, ICT and Numeracy Skills	SCQF Level **10**
	Make formal presentations about specialised topics to informed audiences.
	Communicate with professional level peers, senior colleagues and specialists.
	Use a range of software to support and enhance work at this level.
Autonomy, Accountability and Working with others	SCQF Level **10**
	Work effectively under guidance in a peer relationship with qualified practitioners.
	Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes of practices.
	Manage and market yourself as a freelancer. How to market yourself and your services including making, following up and maintaining contact with potentialclients. How to access work opportunities with production and distributioncompanies. Ensure the circulation of current and succinct information about yourexperience, past work, achievements and availability. Seek constructive feedbackfrom relevant people and evaluate so you can identify development needs

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
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
Asynchronous Class Activity	9
Independent Study	155
	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:

Lees N (2012) Give me the Money and I'll Shoot. Finance Your Factual TV/ Film Project. London, A and C Black

Llewellyn, S (2003) A Career Handbook for TV, Radio, Film, Video and Interactive Media. London MethuenDrama

Sharp E. (2009) How To Get A Job In Television. London, A and C Black

The Media Supplement in The Guardian on a Monday(www.mediaguardian.co.uk)

Trade journal Broadcast weekly magazine for the television and radio industry (www.broadcastnow.co.uk)

(**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.

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	Tom Ware
Accreditation Details	Screenskills
Changes/Version Number	1.05

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 –   The first assessment for this module will be an extended essay of 3,000 words. The essay will discuss the changing modes of content distribution and thechanging nature of audience expectations and consumption within television, radio and online delivery. It willshow a critical understanding of key influences and research that informs the arguments stated.
Assessment 2 –   The second assessment is a portfolio and a self-reflective 500 word report which should identify the student's professional skills and evaluate their ability to undertake further developments as an industry practitioner or equivalent.
(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)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	x		50%	

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of Practical Work		x	50%	

Combined Total for All Components	**100%**	**XX 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)