

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Analysing British Television
2	Module Code:	MCLT20912 / FATV20315
3	Credit Points:	20
4	Duration:	Second Half Year
5	School:	School of Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	MCLT12512	International Cinema
Pre	MCLT12311	Reading the Screen

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
2	Elective	FT	HUMA003	BA (H) Communication & Society and Film & TV
2	Elective	FT	HUMA010	BA (H) English and Film & TV
2	Elective	FT	HUMA018	BA (H) European Studies and Film & TV
2	Elective	FT	HUMA024	BA (H) Film & TV and Global Studies
2	Elective	FT	HUMA025	BA (H) Film & TV and History
2	Elective	FT	HUMA026	BA (H) Film & TV and International Relations
2	Elective	FT	HUMA027	BA (H) Film & TV and Linguistics
2	Elective	FT	HUMA028	BA (H) Film & TV Philosophy
2	Elective	FT	HUMA047	BA (H) Media and Film & TV
2	Elective	SW	MODL005	BA (H) French and Film & TV
2	Elective	SW	MODL019	BA (H) German and Film & TV
2	Elective	SW	MODL032	BA (H) Italian and Film & TV
2	Elective	SW	MODL043	BA (H) Mandarin Chinese and Film & TV
2	Elective	SW	MODL050	BA (H) Spanish and Film & TV

FT	EURX002	European Exchange (Second Half Year)
FT	EURX003	European Exchange (Full Year)
FT	INTX002	International Exchange (Second Half Year)
FT	INTX003	International Exchange (Full Year)

## 10 Overview and aims

This module introduces you to key ways of understanding the development of British television. It offers a survey of important factors and influences that have historically shaped British television industries and institutions. Second, it explores different constructions of 'Britishness' both in television shows/formats and in the relationship between television producers and audiences. Third, it explores some of the key genres which enable us to make sense of British television both in the past and in the present.

The aims of the module are to:

- (1) Provide an overview of important historical moments in the development of British television industries and institutions from their beginnings up to the present.
- (2) Explore constructions of regional, national and other identities in a variety of contexts relating to the production and consumption of British television.
- (3) Examine some of the key genres that have contributed to the distinctive development of British television.

## 11 Module content

**The module typically consists of three blocks:**

**Block 1 'Introducing British Television'** explores the institutional and industrial contexts that have shaped British television. It offers a historical understanding of the development of public service broadcasting in the UK. It also explores challenges to public service broadcasting with the rise of digital distribution systems, and further considers British television in the context of the current global media economy.

**Block 2 'Television, Nation and Identity'** examines both historical and contemporary examples in reflecting upon the significance of television as a domestic medium in the UK. It explores issues and debates such as television audiences and media rituals, scheduling, and the television audience as 'a nation of families'. It engages in particular with arguments about the role of television in constructing the nation as a variety of imagined communities, ranging from the international to the regional, and also considers other issues regarding symbolic means for identification such as Americanisation, multiculturalism, or representations of 'the people' in reality television.

**Block 3 'Genre and British Television'** offers a series of case studies of key genres that have been central to the development of British television. These typically include some of the following: the sitcom; soaps; 'quality' television drama; heritage television; 'ordinary' television; documentary;

children's television.

**12 Indicative reading**

Bignell, J. (2004) *An Introduction to Television Studies*, London: Routledge

Bignell, J. and Lacey, S. (eds) (2005) *Popular Television Drama: Critical Perspectives*, Manchester: Manchester University Press.

Curran, J. and Seaton, J. (2009) *Power Without Responsibility*, 7<sup>th</sup> edition, London: Routledge.

Crisell, A. (2002) *An Introductory History of British Broadcasting*, London: Routledge.

Dillon, R. (2010) *History on British Television: Constructing Nation, Nationality and Collective Memory*, Manchester: Manchester University Press

Murray, S. and Ouellette, L. (2009) *Reality TV: Remaking Television Culture*, New York: New York University Press

**13 Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

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Knowledge and understanding. After studying this module you should be able to:

- Identify and apply some key theoretical approaches and concepts within the field of television studies appropriate to level 2 study
- Demonstrate an understanding appropriate to level 2 of some of the key historical and contemporary factors which account for British television institutions and their output
- Demonstrate a developing understanding of some key ways of thinking about the relationship between television, nation and identity
- Identify and discuss characteristics of key genres in British television, and critical debates associated with them

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Skills, qualities and attributes. After studying this module you should be able to:

- Demonstrate ability to formulate logical and coherent arguments appropriate to level 2
- Demonstrate a growing ability to understand, explore and evaluate new arguments
- Demonstrate a developing confidence in the processes of discrimination and synthesis
- Demonstrate a developing confidence in analysing television programmes from a range of theoretical perspectives
- Demonstrate oral and written communication skills appropriate to level 2
- Demonstrate developing resourcefulness, self-motivation, time-management and autonomous learning skills.

#### 14 **Teaching and learning**

##### *Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lecture and Seminar

Total contact hours: 39

##### *Range of other learning methods*

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Directed reading and e-learning via NOW

Total non-contact hours: 161

#### 15 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
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1	100%	Exam
<b>Diagnostic/formative assessment</b> This indicates if there are any assessments that do not contribute directly to the final module mark		
Participation and engagement in seminar work and workshops on a group and an individual basis.		
<b>Further information on assessment</b> This section provides further information on the module's assessment where appropriate		

<b>Document management</b>												
16	Module Title:	Analysing British Television										
17	Module Code:	MCLT20912										
18	Subject (JACS) Code	P300										
19	Cost Centre	145										
20	School:	AAH										
21	Academic Team	ECM										
22	Campus	2 (Clifton)										
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
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