Module Descriptor

Title	Podcasting		
Session	2026/27	**Status**	Existing
Code	BROA10003	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	TBC		

Summary of Module

This module is designed to enable students to build upon their existing and established audio production practice base and to develop this practice into one suitable for the medium of podcasting.

Students will be expected to research the latest developments in the field and create work that applies andreflects these innovations.

Strategies for the dissemination and circulation of podcast content will be an important component of both understanding contemporary audiences and developing an awareness of how new content can be promoted.Social media platforms are expected to play an important role in this process.

NB: The medium of podcasting remains essentially unregulated and the implications and boundaries of this will be explored in this module.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically review and evaluate innovative applications of audio programme making.
L2	Showcase marketing and promotional content skills.
L3	Apply advanced audio production knowledge to create a series of related podcasts suitable for a range of new media platforms.
L4	
L5	

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 10** Demonstrate and/or work with:Knowledge that covers and integrates most of the principal areas, features,boundaries, terminology and conventions of a subject discipline. A critical understanding of the principal theories, concepts and principles. Detailed knowledge and understanding in one or more specialisms some of whichis informed by or at the forefront of a subject/discipline. Knowledge and understanding of the ways in which the subject/discipline isdeveloped, including a range of established techniques of enquiry or researchmethodologies.
Practice: Applied Knowledge and Understanding	**SCQF 10** Use a range of the principal skills, practices and/or materials associated with asubject/discipline. Use a few skills, practices and/or materials which are specialised, advanced, or atthe forefront of a subject/discipline. Execute a defined project of research, development or investigation and identifyand implement relevant outcomes. Practise in a range of professional level contexts which include a degree ofunpredictability and/or specialism.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise, and analyse complex/professional levelproblems and issues. Offer professional level insights, interpretations and solutions to problems andissues. Critically review and consolidate knowledge, skills, practices and thinking in asubject/discipline.

Communication, ICT and Numeracy Skills	**SCQF 10** Use a wide range of routine skills and some advanced and specialised skills insupport of established practices in a subject/discipline, for example: 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 and specifyrefinements/improvements to software to increase effectiveness. Interpret, use and evaluate a wide range of numerical and graphical data to setand achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional/equivalent activities. Take significant responsibility for a range of resources. Practise in ways which show a clear awareness of own and others' roles andresponsibilities. Work effectively, under guidance, in a peer relationship with qualified practitioners. Work with others to bring about change, development and/or new thinking. Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Recognise the limits of these codes and seek guidance where appropriate.

Prerequisites	**Module Code**	**Module Title**
	Other ALL students are required to evidence experience of and competence in using a digital audio workstation(DAW) and an editing software package (e.g. Adobe Audition,REAPER, Pro Tools, Hindenburg, etc)	
Co-requisites	**Module Code**	**Module Title**

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20

Tutorial / Synchronous Support Activity	20
Practice-based Learning	60
Independent Study	100
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Abel, J. 2015. Out on the Wire: The Storytelling Secrets of the New Masters of Radio, Broadway Books: NewYork.

Biewen, J. and Dilworth, A. (eds), 2017. Reality Radio: Telling True Stories In Sound. 2nd ed. Chapel Hill: TheUniversity of North Carolina Press.

Hooper, D.,2019. Big Podcast.

Llinares, D., Fox, N. and Berry, R. (eds), 2018. Podcasting: New Aural Cultures And Digital Media. 1st ed.Basingstoke: Palgrave MacMillan.

Morris, T. and Tomasi, C., 2017. Podcasting For Dummies. 3rd ed. Hoboken: John Wiley & Sons.

Nuzum, E., 2019. Make Noise: A Creator's Guide To Podcasting And Great Audio Storytelling. New York:Workman.

O'Connell, M., 2017. Turn Up The Volume. Abingdon: Routledge.

Spinelli, M. and Dann, L., 2019. Podcasting: The Audio Media Revolution. London: Bloomsbury.

Weldon, G. NPR's Podcast Start Up Guide. New York: Ten Speed Press

(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:

On campus attendance - lectures and seminars.

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.

(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts & Media
Moderator	TBC
External Examiner	Jay Sykes
Accreditation Details	Screenskills Select
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2.09

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Report (30%) - (2000 Words) Write a review of at least 4 innovative approaches to audio programme making (for example specialist podcasts, audio tours, educational applications and audio apps) and consider the future of audio programme making.
Assessment 2
Poster and promotion (20%) Create a poster and descriptor of no more than 200 words for the Podcast series. Indicating the platform where the podcast series will appear and promoting the podcast.
Assessment 3
Create a series of podcasts (50%) around a specialist topic, unscripted or scripted. There must be a minimum of two podcasts, a maximum of four, with a total combined duration of between 20 to 30 minutes. (Duration is much more flexible in podcasting than in traditional broadcast radio).
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report	☒	☐	☐	☐	☐	30%	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of practical work	☐	☒	☐	☐	☐	20%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative Output/Podcast	☐	☐	☒	☐	☐	50%	
Combined total for all components						100%	hours

Change Control

What	When	Who
Discussed this with the PL and EE and have changed the weighting for Assessment 2	Mar 2025	Ravi Sagoo
MC, Moderator TBC, EE updated	March 2026	**K Cotter**