Module Descriptor

Title	Radio & Podcast Production B		
Session	2026/27	**Status**	Approved
Code	BROA09003	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	TBC		

Summary of Module

In this module, students learn about the particular editorial and production requirements of radio feature making and podcasting.Students use this knowledge to produce examples of these types of programming which they can add to their portfolio of work.

Students will:

Develop a range of production skills in programme-making including specific skills associated with radio feature making, podcasting and radio drama production.

Be able to show competence in the use of the technology of radio production, including the use of portable recording equipment, use of a radio studio and associated equipment, and the use of non-linear editing equipment.

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)

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a range of skills in a defined range of radio & podcast production processes, and an ability to design and construct a defined range of radio programmes and programme elements
L2	Demonstrate routine research skills appropriate to radio / podcast production
L3	Operate recording and editing equipment
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 9** Display a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline a critical understanding of a selection of the principal theories, principles, concepts and terminology knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments
Practice: Applied Knowledge and Understanding	**SCQF 9** Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline Use a few skills, techniques, practices and/or materials that are specialised or advanced Practice routines methods of enquiry and/or research Practice in a range of professional level contexts which include a degree of unpredictability
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues Identify and analyse routine professional problems and issues Draw on a range of sources in making judgements
Communication, ICT and Numeracy Skills	**SCQF 9** Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise autonomy and initiative in some activities at a professional level Take some responsibility for the work of others and for a range of resources Practice in ways which take account of own and others' roles and responsibilities Work under guidance with qualified practitioners Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate

Prerequisites	**Module Code**	**Module Title**

	Other	
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. This module uses a series of tutorials to develop concepts associated with aspects of radio, and workshops to develop associated skills. Key concepts associated with the organisational structures of radio within the UK and beyond; news gathering and packaging; and music programming are explored during tutorials and the associated concepts are intended to inform students' work as they prepare work of broadcast quality. Key production skills are developed through a series of workshops in which the students learn research skills, preproduction, production and post-production skills using the contexts of topical and music programming. Additional contextual information about professional practice and industrial organisation is provided on Moodle as well as in the textbooks listed. Directed listening exercises are used to develop students' ability to identify programme elements and production practices, to engender critical reflection on existing programme elements, and to foster creative thinking about programme structure and production methods. In keeping with the nature of the subject, the 'report' component of assessment may take the form of an essay or a short radio documentary. Assessments one and two may be combined. Throughout the module, students will be expected to use UWS Radio as a resource for personal skills development.	
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	36
Tutorial / Synchronous Support Activity	12
Practice-based Learning	52
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, New York. Biewen, J. and Dilworth, A. (eds), 2017. Reality Radio: Telling True Stories In Sound. 2nd ed. Chapel Hill: The University of North Carolina Press. McLeish, R. and Link, J., 2016. Radio Production. 6th ed. Abingdon: Focal Press. The Radio Journal: International Studies in Broadcast & Audio Media: http://www.intellectbooks.co.uk/journals/view-Journal,id=123/

Starkey, G., 2014. Radio In Context. 2nd ed. Basingstoke: Palgrave Macmillan.

Journal of Radio & Audio Media: http://www.tandfonline.com/toc/hjrs20/curren

Beckstead & Llinares. 2025, Podcast Studies Practice Into Theory. 1st ed. Wilfrid Laurier University 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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

(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	Bettina Talbot
External Examiner	J Sykes
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3.01

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Completed Radio Programme (50%) - A finished programme of 26 minute duration along with bespoke station sound elements.
Assessment 2
An advertising & promotional campaign (50%) to a set brief for a radio or podcast series.
Assessment 3
(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**
	☒	☒	☒	☒	☐	50	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☒	☒	☒	☒	☐	50	

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

Change Control

What	**When**	**Who**

Podcast added to title to reflect new programme title, sumamry wording edit, EE TBC - Assessment element 1 has been swaped with the previous assessment element 1 from Radio Prosuction A. This is to allow students in Padio Production A to meet the deadline for submission to The Charles Parker Prize	T2 25/26	Chris Gilgallon