Module Descriptor

Title	Radio Craft		
Session	2026/27	**Status**	Approved
Code	BROA07005	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Chris Gilgallon		

Summary of Module

In this module students will work in teams to create a series of 20 minute programmes. Students will rotate through the roles of presenter and producer and be air checked after each show. The programme production process will be enhanced by the theoretical underpinnings of an awareness of the unique characteristics of the medium of radio. There will be a focus on the development of practical studio and field radio production skills, working collaboratively with others and the production of quality radio output. Skills developed will include:

understanding the unique characteristics of the medium technical skills development in the areas of field based recording equipment, audio editing and radio desk operations, as live' programme making, research, interviewing and writing for radio editorial decision makin.

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	Demonstrate a developed competence in researching, interviewing and writing for radio;
L2	Apply developed technical skills in recording and editing material for radio, to produce legally compliant items to specified durations and deadlines;
L3	Work productively in a team to plan and execute projects, including at different times being able to listen, contribute and lead effectively
L4	Describe the unique characteristics of an exclusively auditory medium
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 7** Demonstrate and/or work with: A broad knowledge of the subject/discipline in general. Knowledge that is embedded in the main theories, concepts and principles. An awareness of the evolving/changing nature of knowledge and understanding.An understanding of the difference between explanations based on evidence and/or research and other forms of explanation and of the importance of this difference.
Practice: Applied Knowledge and Understanding	**SCQF 7** Use some of the basic and routine professional skills, techniques, practices and/or materials associated with a subject/discipline. Practise these in both routine and non-routine contexts
Generic Cognitive skills	**SCQF 7** Present and evaluate arguments, information and ideas which are routine to the subject/discipline. Use a range of approaches to address defined and/or routine problems and issues within familiar contexts
Communication, ICT and Numeracy Skills	**SCQF 7** Use a wide range of routine skills and some advanced skills associated with the subject/discipline, for example: • Convey complex ideas in well-structured and coherent form. • Use a range of forms of communication effectively in both familiar and newcontexts. • Use standard applications to process and obtain a variety of information anddata. • Use a range of numerical and graphical skills in combination.

	Use numerical and graphical data to measure progress and achievegoals/targets
Autonomy, Accountability and Working with Others	**SCQF 7** SCQF Level 7 Exercise some initiative and independence in carrying out defined activities at a professional level. Take supervision in less familiar areas of work. Take some managerial responsibility for the work of others within a defined and supervised structure. Manage limited resources within defined areas of work. Take the lead in implementing agreed plans in familiar or defined contexts. Take account of own and others' roles and responsibilities in carrying out and evaluating tasks. Work with others in support of current professional practice under guidance.

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. Lectures will elaborate theories, methodologies and industry practices. Workshops will develop students' knowledge of studio operations, live (or 'as-live') production and packaged radio pieces. Tutorials and airchecks will develop individual and team learning. Ideally, airchecks will be conducted immediately after the 'as live' programmes are completed. Students are encouraged to take notes during this feedback session and an audio or written summary can also be provided. A combined mark from all the 'as live' programmes will be complied for the overall grade for this aspect of assessment. Note that it may be preferable to use a 'best two out of three' marking option to enable students some scope to develop without incurring a marking penalty.	
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)
Tutorial / Synchronous Support Activity	30
Lecture / Core Content Delivery	30
Laboratory / Practical Demonstration / Workshop	70
Independent Study	70
Please select	

Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Crisell, A., 1994. Understanding Radio, 2nd ed. Routledge: London. Geller, V., 2011. Beyond Powerful Radio. 2nd ed. Oxford: Focal Press. McLeish, R. and Link, J., 2016. Radio Production. 6th ed. Abingdon: Focal Press. Mills, J., 2004. The Broadcast Voice, Focal Press: Oxford. www.bbc.co.uk/editorialguidelines
(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:**

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. Using Aula, 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. UWS Equality and Diversity Policy (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)
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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	N/A
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2.08

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Write a 1500 word essay or 6 minute Radio package that details the unique characteristics of radio as an exclusively auditory medium. (50%)
Assessment 2
Work in small teams to produce a series of 20 minute speech programmes that incorporate a package as well as at least three other live and/or pre-recorded pieces. (50%)
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**
Essay or Radio Package	☒	☒	☒	☒	☐	50	

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