**Module Descriptor**

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| **Title** | Radio Practice | | |
| **Session** | 2026/27 | **Status** | Approved |
| **Code** | BROA08003 | **SCQF Level** | 8 |
| **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 will work in teams of two or three and present a live radio programme every week for 8 weeks, on UWS radio station.

Students will write a short critique of each programme, and an overall critique of the development of their personal skills over the 8-week period.

For assessments, students will submit a portfolio containing the programme critiques, recordings of all the programmes, the overall critique, and an edited 'best bits' submission.

Students will also have two broadcasts peer reviewed. The module has a reduced level of class contact but will make significant demands on your time out with class.

Radio broadcast formats.

Genres and conventions.

Studio technical instruction.

Editing technical instructions.

| **Module Delivery Method** | **On-Campus**[1] ☒ | **Hybrid**[2] ☐ | **Online**[3] ☐ | **Work -Based Learning**[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ 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

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| **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** | |
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| **L1** | Demonstrate an ability to work in a small production team to design, construct and present a range of radio programmes and programme elements. |
| **L2** | Demonstrate research skills appropriate to the design and preparation of radio programmes. |
| **L3** | Operate a range of radio recording and editing equipment. |
| **L4** | Demonstrate an ability to critically reflect on personal performance. |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>Understanding of a limited range of core theories, principles and concepts.<br>Limited knowledge and understanding of some major current issues and specialisms.<br>An outline knowledge and understanding of research and equivalent Scholarly /academic processes. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex.<br>Carry out routine lines of enquiry, development or investigation into professional level problems and issues<br>Adapt routine practices within accepted standards. |
| **Generic Cognitive skills** | **SCQF 8**<br>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of the subject/discipline.<br>Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues.<br>Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Use a range of routine skills and some advanced and specialised skills associated with a subject/discipline. |

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| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Exercise autonomy and initiative in some activities at a professional level.<br>Manage resources within defined areas of work Take the lead on planning in familiar or defined contexts.<br>Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks Work in support of current professional practice under guidance.<br>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices under guidance. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Tutorial / Synchronous Support Activity | 10 |
| Lecture / Core Content Delivery | 130 |
| Work-based Learning | 50 |
| Independent Study | 10 |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:<br><br>Crissell, Andrew (1994) Understanding Radio. Routledge, London.<br>McLeish, R & Link, J (2016), Radio Production, 6th edn, Focal Press, Oxford<br>Mills, J (2004), The Broadcast Voice, Focal Press, Oxford. |

UWS Radio: http://www.uwsradio.org

Beaman, Jim (2006), Programme Making for Radio, Routledge, NY.

Beaman, Jim (2006), Programme Making for Radio, Routledge, NY

**(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**

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| **Divisional Programme Board** | Error! Bookmark not defined. |
| **Overall Assessment Results** | ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**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 |

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| **External Examiner** | Jay Sykes |
| **Accreditation Details** | ScreenSkills |
| **Module Appears in CPD catalogue** | ☐ **No** |
| **Changes / Version Number** | 3.07 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Submission of Practical folio |
| **Assessment 2** |
| Submission of personal / peer review |
| **Assessment 3** |
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| (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.<br>(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** | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Portfolio of Practical work | ☒ | ☒ | ☒ | ☒ | ☐ | 75 | |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| CWRK1 Peer Review / Critique | ☒ | ☒ | ☒ | ☒ | ☐ | 25 | |

| **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** |
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