Module Descriptor

Title	Recorded Audio Formats		
Session	2026/27	**Status**	Approved
Code	BROA08005	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	TBC		

Summary of Module

This module aims to extend students audio programme making skills into longer format productions. Students will be expected to devise, produce and evaluate an audio drama, discussion programme, quiz, or documentary. Students will have the opportunity to develop their research, writing, studio and audio production skills. Students will also critically evaluate their own personal and professional skills.

Develop an understanding of various radio and podcast formats and genres. Develop skills in the critical analysis of audio output.

Develop skill in the production of various radio and podcast formats.

Develop skills in self-criticality.

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	Plan and produce a pre-recorded 6 minute audio presentation on a chosen genre of audio output.
L2	Plan and produce a sophisticated long form (approx. 15 minutes) pre-recorded programme or programme element displaying a critical understanding of the chosen genre / format.
L3	Submit a listening log and a 1500 word self-reflective essay
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 8** Demonstrate and/or work with: A broad knowledge of the scope, defining features, and main areas of a subject/discipline. Detailed knowledge in some areas. Understanding of a limited range of core theories, principles and concepts. Limited knowledge and understanding of some major current issues and specialisms. An outline knowledge and understanding of research and equivalent scholarly/academic processes.
Practice: Applied Knowledge and Understanding	**SCQF 8** Use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex. Carry out routine lines of enquiry, development or investigation into professional level problems and issues. Adapt routine practices within accepted standards.
Generic Cognitive skills	**SCQF 8** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings of the subject/discipline. Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues. Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a range of routine skills and some advanced and specialised skills associated with a subject/discipline, for example:

	Convey complex information to a range of audiences and for a range of purposes. Use a range of standard applications to process and obtain data. Use and evaluate numerical and graphical data to measure progress and achieve goals/targets
Autonomy, Accountability and Working with Others	**SCQF 8** Exercise autonomy and initiative in some activities at a professional level. Take significant managerial or supervisory responsibility for the work of others in defined areas of work. Manage resources within defined areas of work. Take the lead on planning in familiar or defined contexts. 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. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, under guidance.

Prerequisites	**Module Code** N/A	**Module Title**
	Other	
Co-requisites	**Module Code** N/A	**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	18
Laboratory / Practical Demonstration / Workshop	15
Tutorial / Synchronous Support Activity	15
Independent Study	152
Please select	
Please select	
TOTAL	200

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

BBC Editorial Guidelines: www.bbc.co.uk/editorialguidelines

Crisell, A (1994), Understanding Radio, 2nd Edition edn, 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.

Morris, T. and Tomasi, C., 2017. Podcasting For Dummies. 3rd ed. Hoboken: John Wiley & Sons. Starkey, G., 2014. Radio In Context. 2nd ed. Basingstoke: Palgrave Macmillan.

(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.

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.

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	Error! Bookmark not defined.
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 and Media
Moderator	Chris Gilgallon

External Examiner	Jay Sykes
Accreditation Details	Screenskills
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Audio presentation
Assessment 2
Audio Production
Assessment 3
Critical review
(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**
Presentation	☐	☐	☒	☐	☐	30	14

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Practical work	☐	☒	☐	☐	☐	50	24

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☒	☐	☐	20	10
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
