

## University of the West of Scotland

## Module Descriptor

Session: 24/25

<b>Title of Module: Radio Craft</b>			
<b>Code:</b> BROA07005	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b> 20	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Chris Gilgallon		
<b>Summary of Module</b>			
<p>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:</p> <ul style="list-style-type: none"> <li>• understanding the unique characteristics of the medium</li> <li>• technical skills development in the areas of field based recording equipment, audio editing and radio desk operations</li> <li>• 'as live' programme making</li> <li>• research, interviewing and writing for radio editorial decision making team work</li> <li>•</li> <li>•</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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	Click or tap here to enter text.
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)	<b>SCQF Level 7</b> 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	<b>SCQF Level 7</b> 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	<b>SCQF Level 7</b> 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	<b>SCQF Level 7</b> Use a wide range of routine skills and some advanced skills associated with the subject/discipline, for example: <ul style="list-style-type: none"> <li>• Convey complex ideas in well-structured and coherent form.</li> <li>• Use a range of forms of communication effectively in both familiar and new contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>Use standard applications to process and obtain a variety of information and data.</li> <li>Use a range of numerical and graphical skills in combination.</li> </ul> <p>Use numerical and graphical data to measure progress and achieve goals/targets.</p>	
<b>Autonomy, Accountability and Working with others</b>	<p><b>SCQF Level 7</b></p> <p>Exercise some initiative and independence in carrying out defined activities at a professional level.</p> <p>Take supervision in less familiar areas of work.</p> <p>Take some managerial responsibility for the work of others within a defined and supervised structure.</p> <p>Manage limited resources within defined areas of work.</p> <p>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.</p> <p>Work with others in support of current professional practice under guidance.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p><b>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.</b></p> <p>Lectures will elaborate theories, methodologies and industry practices.</p> <p>Workshops will develop students' knowledge of studio operations, live (or 'as-live') production and packaged radio pieces.</p> <p>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 compiled 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.</p> <p>Support for class based activities and independent learning will be provided via the VLE.</p>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Tutorial/Synchronous Support Activity	30
Lecture/Core Content Delivery	30
Laboratory/Practical Demonstration/Workshop	70
Independent Study	70
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

### **\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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](http://www.bbc.co.uk/editorialguidelines)

### **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:

See: [Student Attendance and 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Ravi Sagoo
<b>External Examiner</b>	N Hollins
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	2.07

**Assessment: (also refer to Assessment Outcomes Grids below)**

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

**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** – **Free Text**

(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.)

## Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
ESSAY	✓	✓	✓	✓		50%	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	✓		50%	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)