

University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Radio Practice			
Code: BROA08003	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	Business & Creative Industries		
Module Co-ordinator:	Chris Gilgallon		
Summary of Module			
<p>In this module, students will work in teams of two and present a live radio programme every week for 8 weeks, on UWS radio station.</p> <p>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.</p> <p>For assessment, students will submit a portfolio containing the programme critiques, recordings of all the programmes, the overall critique, and an edited "best bits" submission.</p> <p>Students will also have two broadcasts peer reviewed.</p> <p>This module has a reduced level of class contact, but will make significant demands on your time out with class.</p> <ul style="list-style-type: none"> • Radio broadcast formats. • Genres and conventions. • Studio technical instruction. • Editing technical instruction. 			

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

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<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 checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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 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	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)	<p>SCQF Level 8</p> <p>Understanding of a limited range of core theories, principles and concepts.</p> <p>Limited knowledge and understanding of some major current issues and specialisms.</p> <p>An outline knowledge and understanding of research and equivalent Scholarly /academic processes.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex.</p> <p>Carry out routine lines of enquiry, development or investigation into professional level problems and issues</p> <p>Adapt routine practices within accepted standards.</p>
Generic Cognitive skills	SCQF Level 8

	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of the subject/discipline.</p> <p>Use a range of approaches to formulate evidence-based solutions/responses to defined and/or routine problems/issues.</p> <p>Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Use a range of routine skills and some advanced and specialised skills associated with a subject/discipline.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Manage resources within defined areas of work Take the lead on planning in familiar or defined contexts.</p> <p>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.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices under guidance.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>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.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	10
Work Based Learning/Placement	50

Lecture/Core Content Delivery	130
Independent Study	10
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

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

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

Crissell, Andrew (1994) Understanding Radio. Routledge, London.

McLeish, R & Link, J (2016), Radio Production, 6th edn, Focal Press, Oxford

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.

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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Ravi Sagoo
External Examiner	N Hollins
Accreditation Details	Skillset
Changes/Version Number	3.06

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 Submission of Practical folio

Assessment 2 – Submission of peer review

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
Portfolio of practical work	✓	✓	✓	✓		75%	

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
Review / critique	✓	✓	✓	✓		25%	

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
Combined Total for All Components						100%	XX hours

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)