

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Recorded Audio Formats			
Code: BROA08005	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Chris Gilgallon		
Summary of Module			
<p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input 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 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	. Plan and produce a pre-recorded 6 minute audio presentation on a chosen genre of audio output. 30%
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. 50%
L3	Submit a listening log and a 1500 word self-reflective essay

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 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.</p> <p>An outline knowledge and understanding of research and equivalent scholarly/academic processes.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 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.</p> <p>Adapt routine practices within accepted standards.</p>
Generic Cognitive skills	<p>SCQF Level 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.</p> <p>Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues.</p>

Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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.	
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	
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 (Normally totalling 200 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
	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:

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.

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.

[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)

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	Neil Hollins
Accreditation Details	Skillset
Changes/Version Number	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 Audio presentation 30%

Assessment 2 [Audio Production \(50%\)](#)

Assessment 3 [Critical review \(20%\)](#)

(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	Timetable Contact Hours
Audio Presentation	✓	✓	✓	✓		30%	

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	Timetable Contact Hours
Audio Production	✓	✓	✓	✓		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	Timetable Contact Hours
Critical Review	✓	✓	✓	✓		20%	
Combined Total for All Components						100%	XX hours