University of the West of Scotland

Module Descriptor

Session: 24/25

Title of Module: Radio Production A			
Code: BROA09002	**SCQF Level: 9 (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
In third year, Radio Production consists of two modules, one in each semester. Radio Production A and B lead into the Creative Project in fourth year.
In this module, students will: - develop a range of production skills in programme-making including specific skills associated with news packages and music programmes;   - undertake sustained independent enquiry, by developing research skills appropriate to radio production, including interviewing, planning, time-management, sources, copyright and legal issues; be able to show competence in the use of the technology of radio production, including the use of portable recording equipment, use of a radio studio and associated equipment, and the use of non-linear editing equipment.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
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:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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 range of skills in a defined range of radio production processes, and an ability to design and construct a defined range of radio programmes and programme elements.
L2	Demonstrate routine research skills appropriate to radio production
L3	Operate recording and editing equipment
L4	Click or tap here to enter text.
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)	SCQF Level **9** Display a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline a critical understanding of a selection of the principal theories, principles, concepts and terminology knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments
Practice: Applied Knowledge and Understanding	SCQF Level **9** Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline Use a few skills, techniques, practices and/or materials that are specialised or advanced Practice routines methods of enquiry and/or research Practice in a range of professional level contexts which include a degree of unpredictability
Generic Cognitive skills	SCQF Level **9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues Identify and analyse routine professional problems and issues Draw on a range of sources in making judgements
Communication, ICT and Numeracy Skills	SCQF Level **9** Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline.

Autonomy, Accountability and Working with others	SCQF Level **9**	
	Exercise autonomy and initiative in some activities at a professional level Take some responsibility for the work of others and for a range of resources Practice in ways which take account of own and others' roles and responsibilities Work under guidance with qualified practitioners Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate	
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.
This module uses a series of tutorials to develop concepts associated with aspects of radio, and workshops to develop associated skills. Key concepts associated with the organisational structures of radio within the UK and beyond; news gathering and packaging; and music programming are explored during tutorials and the associated concepts are intended to inform students' work as they prepare work of broadcast quality. Key production skills are developed through a series of workshops in which the students learn research skills, preproduction, production and post-production skills using the contexts of topical and music programming. Additional contextual information about professional practice and industrial organisation is provided on Moodle as well as in the textbooks listed. Directed listening exercises are used to develop students' ability to identify programme elements and production practices, to engender critical reflection on existing programme elements, and to foster creative thinking about programme structure and production methods. In keeping with the nature of the subject, the 'report' component of assessment may take the form of an essay or a short radio documentary. Assessments one and two may be combined. Throughout the module, students will be expected to use UWS Radio as a resource for personal skills development.

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)
Laboratory/Practical Demonstration/Workshop	40
Work Based Learning/Placement	10

Tutorial/Synchronous Support Activity	30
Independent Study	120
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 299

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

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

Abel, J 2015, Out on the Wire: The Storytelling Secrets of the New Masters of Radio, Broadway Books, New York.

Biewen, J. and Dilworth, A. (eds), 2017. Reality Radio: Telling True Stories In Sound. 2nd ed. Chapel Hill: The University of North Carolina Press.

McLeish, R. and Link, J., 2016. Radio Production. 6th ed. Abingdon: Focal Press.

The Radio Journal: International Studies in Broadcast & Audio Media: http://www.intellectbooks.co.uk/journals/view-Journal,id=123/

Starkey, G., 2014. Radio In Context. 2nd ed. Basingstoke: Palgrave Macmillan.

Journal of Radio & Audio Media: http://www.tandfonline.com/toc/hjrs20/current

(**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

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 ☐No ☒
School Assessment Board	Arts & Media
Moderator	Ravi Sagoo
External Examiner	Neil Hollins
Accreditation Details	Skillset
Changes/Version Number	3.00

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.

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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.

Package (50%) - A finished news or feature package; duration 8 minutes.

Assessment 2 Music Programme (50%) - A finished Music Programme of 26 minute duration along with bespoke station sound elements

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	✓	✓	✓			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
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

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