

## University of the West of Scotland

## Module Descriptor

Session: 23/24

<b>Title of Module: Podcasting</b>			
<b>Code: BROA10003</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Daniel Twist		
<b>Summary of Module</b>			
<p>This module is designed to enable students to build upon their existing and established audio production practice base and to develop this practice into one suitable for the medium of podcasting.</p> <p>Students will be expected to research the latest developments in the field and create work that applies and reflects these innovations.</p> <p>Strategies for the dissemination and circulation of content will be an important component of both understanding contemporary audiences and developing an awareness of how new content can be promoted. Social media platforms are expected to play an important role in this process.</p> <p>NB: The medium of podcasting remains essentially unregulated and the implications and boundaries of this will be explored in this module. Some of the content of this module may contain material which you would not hear on radio and subjects such as religion, sex, etc may be examined.</p> <p>Key points are:</p> <ul style="list-style-type: none"> <li>Podcasting developments</li> <li>High profile podcasts</li> <li>Niche podcasts</li> <li>Podcast hosting and distribution</li> <li>Social media strategies</li> </ul>			
<b>Module Delivery Method</b>			

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"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
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)						
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"/>

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	Critically review and evaluate innovative applications of audio programme making
L2	Apply advanced audio production knowledge to create a series of related podcasts suitable for a range of new media platforms
L3	Click or tap here to enter text.
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 <b>10</b>  Demonstrate and/or work with:

	<p>Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject discipline.</p> <p>A critical understanding of the principal theories, concepts and principles.</p> <p>Detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline.</p> <p>Knowledge and understanding of the ways in which the subject/discipline is developed, including a range of established techniques of enquiry or research methodologies.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 10</b></p> <p>Use a range of the principal skills, practices and/or materials associated with a subject/discipline.</p> <p>Use a few skills, practices and/or materials which are specialised, advanced, or at the forefront of a subject/discipline.</p> <p>Execute a defined project of research, development or investigation and identify and implement relevant outcomes.</p> <p>Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism.</p>
Generic Cognitive skills	<p><b>SCQF Level 10</b></p> <p>Critically identify, define, conceptualise, and analyse complex/professional level problems and issues.</p> <p>Offer professional level insights, interpretations and solutions to problems and issues.</p> <p>Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline.</p> <p>Demonstrate some originality and creativity in dealing with professional level issues.</p> <p>Make judgements where data/information is limited or comes from a range of sources.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 10</b></p> <p>Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example: Make formal presentations about specialised topics to informed audiences.</p>

	<p>Communicate with professional level peers, senior colleagues and specialists.</p> <p>Use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness.</p> <p>Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.</p>	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 10</b></p> <p>Exercise autonomy and initiative in professional/equivalent activities.</p> <p>Take significant responsibility for the work of others and for a range of resources.</p> <p>Practise in ways which show a clear awareness of own and others' roles and responsibilities.</p> <p>Work effectively, under guidance, in a peer relationship with qualified practitioners.</p> <p>Work with others to bring about change, development and/or new thinking.</p> <p>Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p> <p>Recognise the limits of these codes and seek guidance where appropriate.</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.

## Learning and Teaching

<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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	20
Practice Based Learning	70
Independent Study	90
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Abel, J. 2015. <i>Out on the Wire: The Storytelling Secrets of the New Masters of Radio</i>, Broadway Books: New York.</p> <p>Biewen, J. and Dilworth, A. (eds), 2017. <i>Reality Radio: Telling True Stories In Sound</i>. 2nd ed. Chapel Hill: The University of North Carolina Press.</p> <p>Llina Basingstoke: Palgrave MacMillan.</p> <p>Morris, T. and Tomasi, C., 2017. <i>Podcasting For Dummies</i>. 3rd ed. Hoboken: John Wiley &amp; Sons.</p> <p>Nuzum, E., 2019. <i>Make Noise: A Creator's Guide To Podcasting And Great Audio Storytelling</i>. New York: Workman.</p>	

O'Connell, M., 2017. Turn Up The Volume. Abingdon: Routledge.

Spinelli, M. and Dann, L., 2019. Podcasting: The Audio Media Revolution. London: Bloomsbury. Weldon, G. NPR's Podcast Start Up Guide. New York: Ten Speed Press

Linares, D., Fox, N. and Berry, R. (eds), 2018. Podcasting: New Aural Cultures And Digital Media. 1st ed

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Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*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:

75%

### **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..

(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**

<b>Divisional Programme Board</b>	Arts & Media
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<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>	Paul Tucker
<b>External Examiner</b>	N Hollins
<b>Accreditation Details</b>	NA
<b>Changes/Version Number</b>	2.09

**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 – Report (40%) - (2500 Words)**

Write a review of at least 4 innovative approaches to audio programme making (for example specialist podcasts, audio tours, educational applications and audio apps) and consider the future of audio programme making. Include comment on the understanding and targeting contemporary audiences and the significance of different audio access portals (for example radio, online, MP3, Sound-Cloud, Audio-boo, iTunes).

**Assessment 2 – Podcasts and promotion (60%)**

Create a series of podcasts around a specialist topic and include a plan to promote and circulate the content via social media. There must be a minimum of two podcasts, a maximum of four, with a total combined duration of between 20 to 25 minutes. (Duration is much more flexible in podcasting than in traditional broadcast radio.)

**Assessment 3**

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

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

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**