



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Science on Air and on Screen				
Module Code	USSJC4-30-M	Level	M	Version	4
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Biology and Environmental Sciences and Science Communication		
Department	Biological, Biomedical and Analytical Sciences	Module Type	Standard		
Contributes towards	MSc Science Communication PG Cert Science Communication				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	2 nd February 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of radio equipment, such as use of microphones, recording equipment, editing and studio facilities (A1) 2. Prepare for and conduct a radio and TV interview (A1,A2) 3. Write radio and TV scripts and running orders (A1, A2) 4. Demonstrate a working knowledge of TV equipment, such as use of cameras, sound equipment, lighting and editing facilities (A2) 5. Engage in critical editorial appraisal of radio and TV material (A2, B1, B2) 6. Engage in critical evaluation of the potential role of TV and radio as science communication media (A1, B1, B2)
Syllabus Outline	<p>In this practically-oriented module, students explore the potential of broadcast media as a vehicle for science communication. Students will study different types of programming relevant to Radio and TV, such as magazine programmes and documentaries, specifically examining the strengths and weaknesses of these formats as well as the opportunities and specific constraints they impose. The implications for science communication practice will be discussed. Practical skills developed in this module include: developing ideas for science programmes, the level of detail required, researching an idea and approaches to selling these ideas to editors.</p> <p>The module also develops practical skills related to radio. Radio is introduced by</p>

	<p>exploring the radio world and the scope of this medium. Students will learn about the different roles needed to produce a radio programme and what studios can do, as well as learning how to use up to date radio equipment and techniques such as directing, writing, interviewing and being interviewed.</p> <p>In relation to science television programmes, students will have the opportunity to experience a 'live' broadcast, exploring the interdependency of roles as well as the relationship between studio and gallery. Students will also have the opportunity to work with camera, sound and lighting equipment and explore the importance of filming with editing mind.</p>
Contact Hours	<p>Face to face teaching on Science on Air and on Screen is delivered in three separate short intense engagements, lasting three days (blocks 1 and 2) or 5 days (block 3).</p> <p>These blocks comprise a mix of lectures, seminars, workshops and practical work. The standard teaching day on the module is 9.30 – 16.30, including breaks (e.g. lunch). Additional directed study/preparation (independent and group) is required in the 'free' time and evenings during block teaching to complete 'twilight' tasks and prepare for taught workshops held later in the block. This is in addition to independent and directed study between teaching blocks.</p> <p>Synchronous or asynchronous group work organised in the student's own time will be required to support assessed work. These collaborations with other students will have specific opportunities for feedback from academic tutors, through submission of assignments for formative feedback. In addition, at least one independent study task will be provided where students can submit work for formative feedback from academic staff.</p> <p>Together these activities comprise approximately 90 hours contact time.</p> <p>Approximately a further 210 hours of independent and directed study time are required for this module. This comprises directed reading or other study provided through the online virtual learning environment, as well as independent and group study required to complete the production of radio and TV programmes and report assessments.</p>
Teaching and Learning Methods	<p>Students attend block teaching sessions. All sessions use a mix of seminar, workshop and hands-on experience of broadcast equipment. Production of both radio and TV programmes requires a team effort; to simulate the real-life experience in these industries, this unit focuses heavily on working as a team with students expected to undertake a variety of different roles throughout the teaching sessions. Between sessions, students undertake directed and independent learning.</p> <p>Nb: Because both radio and TV production require a team effort, the assessment for this module involves group work.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	90	210	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their independent information retrieval and evaluation skills in order to identify such resources effectively.

Students will receive specified reading to prepare for each block. In most cases, access will be provided via the module virtual learning environment or the UWE library.

Students will be given regular handouts and other materials in class, and further supporting information (including full reference lists) will be provided via online.

Indicative Reading List

Science Communication background with a focus on Media and Broadcasting

Bowater, L. and Yeoman, K. (2013) *Science Communication. A Practical Guide for Scientists*. Chichester, UK: Wiley-Blackwell, pp. 227-234.

Gouyon, J, (2011a) From Kearton to Attenborough: Fashioning the Telenaturalist's Identity. *History of Science* 49 (1): pp.25-60

Gouyon, J, (2011b) The BBC Natural History Unit: Instituting Natural History Film-making in Britain. *History of Science* 49 (165):pp. 425-451

Murcott, T. (2010), *Broadcasting Science*. In: Brake, M.L. and Weitkamp, E., eds., (2010) *Introducing Science Communication*. Basinkstoke: Palgrave Macmillan, pp. 105-127.

Olson, R. (2009) *Don't Be Such a Scientist*. Washington: Island Press.

Radio and TV

Boyd, A., Stewart, P., Alexander, R. (2008), Broadcast Journalism: Techniques of Radio and TV News. Focal Press

Chantler, P. and Stewart, P. (2003), Basic Radio Journalism. Focal Press

Emm, A. (2001), Researching for Television and Radio. Routledge

Trewin, J. (2003), Presenting on TV and Radio, An Insider's Guide. Focal Press

Watts, H., Reading, B. (1997), On Camera: How to Produce Film and Radio. Aavo Media

Mostly Radio

Fleming, C. (2002), The Radio Handbook. Routledge

Geller, V. (2007) Creating Powerful Radio for Managers, Programmers and Talent. Focal Press

McLeish, R. (5th ed 2005), Radio Production. Focal Press

Stewart, P. (2006), Essential Radio Skills. A & C Black

Mostly TV

Florensa, C., Hochadel, O. and Taberner, C. (2014), Science on Television. AHCT Journal - vol 7.

Kelsey, G. (1990) Writing for Television. A&C Black

Lees, N (2010) Greenlit: Developing Factual/Reality TV Ideas from Concept to Pitch, Methuen: London

Leon (2007) Science on Television: The Narrative of Scientific Documentary, The Pantaneto Press.

Niederost, E. (2014) Sonnets & Sunspots: "Dr Research" Baxter and the Bell Science Films, Bearmanor Media: Albany GA, USA.

Part 3: Assessment

Assessment Strategy

Due to the practical nature of this module the assessment and their weightings have been carefully designed to maintain a balance between radio and TV as well as between individual and group work.

The overall structure of assessment is the following.

Component A

- Radio Programmes (A1)
- TV Programme (A2)

Component B

- Essay on Science Communication in Radio (B1)
- TV Science Programme Proposal (B2)

Element A1: Radio Programmes

Students will produce:

1. An 'as live' radio magazine programme (15 minutes – group activity) and
2. An individual 5 minute News Feature.

For these radio programmes, students must develop learning outcomes 1-3 & 6, demonstrating the following :

- Critical understanding of the editorial issues involved in creating radio programmes
- Ability to professionally script a programme and conduct an interview to professional standards
- Ability to Identify and targeting of a specific audience for the magazine programme and appropriate targeting of the news feature to a specified programme
- Ability to create a radio programme that communicates science

Element B1: Radio Essay

Essay topic: Analyse both the challenges and opportunities for communicating science on radio, using examples from specific programmes.

The programmes must be broadcast RADIO programmes and NOT podcasts.

For this assessment students will have engaged with learning outcomes 2, 3, 5 & 6, demonstrating:

- Knowledge of how a radio programme is prepared, including scripts, running orders and interviews, and how these aspects inform the strengths and weaknesses of radio as a channel for science communication.
- Critical appraisal of existing programmes, reflecting of their ability to achieve effective science communication.

Element A2: TV Programme

The creation of a TV programme will be undertaken during the 3rd teaching block, at a local editing/facilities house. The brief for each team is to make a film of approximately 7 mins in a news feature style about a scientific subject of the groups' own choosing.

Students will have worked towards learning outcomes 2-4 & 6 and must demonstrate that they:

- understand the editorial issues involved in creating TV programmes
- understand the needs and interests of both the broadcaster and target audience
- can synthesize and present a coherent piece of science communication

Element B2: Science Programme Treatment

Students are required to develop an idea for a 30 minute science programme for TV or a digital format.

- 1) Writing a brief outline of the programme idea.
- 2) Identifying:
 - An outlet
 - The audience

	<ul style="list-style-type: none"> The key challenges they will face in making this programme. <p>3) Building on the exercise above, write a programme proposal (sometimes called a 'treatment') addressed to the network or outlet they hope will buy it.</p> <p>Students will have engaged with learning outcomes 2, 3, 5, & 6 and must demonstrate:</p> <ul style="list-style-type: none"> Research into potential outlets for the programme An ability to engage a specific audience (i.e. engage their interests or needs) Ideas for a programme that will communicate science That they have thought about how to make the programme economically and within a realistic allowance for the intended broadcast slot. An understanding key logistic issues in producing a programme.
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Identify final assessment component and element	Component B2	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Radio Programme	60%	
TV Programme	40%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
Essay on Science Communication in Radio (1000 words)	40%	
Science Programme Treatment (800-1100 words)	60%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Radio Programme	60%	
TV Science Programme critique (2000 words)	40%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
Essay on Science Communication in Radio (1000 words)	40%	
Science Programme Treatment (800-1100 words)	60%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		