



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Broadcast Journalism 1				
Module Code	UABAJL-30-2	Level	2	Version	1.2
Owning Faculty	ACE	Field	CMS		
Contributes towards	BA Journalism BA Journalism and Public Relations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	Multi-media Journalism (UACAJJ-30-1) or Introduction to Broadcast Journalism (UACAJJ-30-1)		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2015		Valid to	September 2019	

<b>CAP Approval Date</b>	5 <sup>th</sup> February 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically engage with scholarly debates about news and journalism in visual form (photography, television, video) (Component B)</li> <li>2. Originate and develop story ideas, drawing from traditional and novel news agenda and show due sensitivity to what the audience might expect. (Component A)</li> <li>3. Assess and avoid unnecessary risks in studio and location activities(Component A)</li> <li>4. Undertake a range of production and technical craft roles and achieve performance statements at an intermediate level (based on BJTC Essential Elements)</li> <li>5. Manage visual images which accompany or substitute for text and write to pictures. (Component A)</li> </ol> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of professional conduct (Component A)</li> </ol>
Syllabus Outline	To introduce students to broadcast journalism both radio and television and subsequently tri-media convergence online. To teach basic radio, television news-gathering skills (journalistic and technical) through a series of lectures, workshop and practice news days. In addition the module aims to reflect upon practice through sessional debriefs, constructive criticism and critical theory

Contact Hours/Scheduled Hours	<p>Students can expect a total of <b>72</b> hours scheduled contact time for this module within the context of their other learning and teaching activities.</p> <p>Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means</p>																				
Teaching and Learning Methods	<p><b>Scheduled learning</b> Lectures and workshops where instruction will be given on practice and preparation for news days.</p> <p>In between workshops and news days students to work on preparing and pre-shooting with remote supervision and assistance from tutor.</p> <p>There will also be a number of scheduled news days..</p> <p><b>Independent learning:</b> Students will be required to meet in their production teams outside of class time for pre-production preparation Students will be required to travel within Bristol for newsgathering purposes. Students will need to spend time reading, viewing and listening to broadcast news output. Students will be required to use the multimedia labs in their own time for post-production purposes and practice. Students will be required to spend time reading set texts.</p>																				
Key Information Sets Information	<table border="1" data-bbox="456 1055 1366 1440"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p>	<u>Key Information Set - Module data</u>					<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Reading Strategy	<p><u>Essential reading</u> may be supplied as printed copies or made available electronically via Blackboard. Essential reading may include not just specific articles but set text books.</p> <p>In addition, students will be expected to undertake <u>further reading and viewing</u> from a list of texts and resources chosen especially to support the module, listed in the Handbook and revised annually, or from topical items identified during the run of the module. These will help develop students' understanding of the key topics and we will recommend they explore a selection in whole or in part. Most resources should be available in the campus library or electronically via the web but exceptionally they may not be and this will be indicated in the Module Handbook.</p> <p>Formal opportunities for students to develop their library <u>access and information skills</u> will be provided within the induction period and via the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>																								
Indicative Reading List	<p>BBC College of Journalism Website <a href="http://www.bbc.co.uk/journalism/">http://www.bbc.co.uk/journalism/</a></p> <p>Boyd, A., Stewart, P. and Alexander, R. (2008) <i>Broadcast Journalism: Techniques of Radio and Television News</i>. 6<sup>th</sup> ed. Oxford: Focal Press.</p> <p>Chater, C. (2002) <i>Research for Media Production</i>. Oxford: Focal Press.</p> <p>Geller, V. (2011) <i>Beyond Powerful Radio: A Communicator's Guide to the Internet Age - News, Talk, Information &amp; Personality for Broadcasting, Podcasting, Internet, Radio</i>, Oxford: Focal Press.</p> <p>Hudson, G. and Rowlands, S. (2008) <i>The Broadcast Journalism Handbook</i>. Harlow: Pearson Education.</p> <p>Medoff, N., Fink, J. (2012) <i>Portable Video: News and Field Production</i>. 6<sup>th</sup> ed. Oxford: Focal Press.</p> <p>Thompson, R. (1988) <i>Grammar of the Shot</i>. Oxford: Focal Press.</p> <p>Thompson, R. (1993) <i>Grammar of the Edit</i>. Oxford: Focal Press.</p> <p>Trewin, J. (2003) <i>Presenting on TV and Radio: an Insider's Guide</i>. Oxford: Focal Press.</p>																								

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Students will produce a portfolio of broadcast news items.</p> <p>In addition they will be asked to keep a self-reporting diary including a critical appraisal reflecting upon their own practice in relation to the academic debates they have been introduced to. In addition they will be asked to analyse and document their activities, progress and issues raised within their group.</p> <p>Workshops will provide students with opportunities for formative assessment.</p> <p>The Critical Analysis and self-evaluation should be about analysis and awareness and should not be a simple diary of events. It is a reflective document that considers the whole process from development through</p>

production and the extent to which the final work meets the students' hopes and expectations. Its strength will be in the ability for the student to recognise he/her own weaknesses as well as strengths and clearly identify the criteria from which they are making these judgements.

As some work will be assessed in teams, students will be given clear guidance on the rules of team working and group engagement.

Students will be advised on the importance of attendance in the module and their attendance and engagement with tasks will be directly assessed.

Assessment Criteria	Relating to Learning Outcomes	Source of Evidence
Ability to produce a broadcast portfolio	1,3,4,5,6,7	Portfolio of work, workbook, self-reporting diary and
Understanding of news agendas and running order construction and the role of the audience in constructing them.	2	Bulletin writing test (part of the portfolio) and attendance at news days.
An ability to comment critically on the strengths and weaknesses of the work produced throughout the module	1, 2, 3, 4, 6,	Self-evaluation and self-reporting diary, workbook and critical appraisal
Ability to understand and maintain professional codes of conduct	7	Attendance record, critical appraisal

Identify final assessment component and element	Portfolio of work A1	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>80</b>	<b>20</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio of work under supervision	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Written critical reflection upon their work	100	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio of work under supervision	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Critical appraisal	100	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		