



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

Module Title	Broadcast Journalism 1				
Module Code	UACAJL-30-2	Level	2	Version	1.1
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	Professional Craft Skills,		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	Sept 2013		Valid to	Sept 2019	

CAP Approval Date	24 th June 2013
--------------------------	----------------------------

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"> 1. Critically engage with scholarly debates about news and journalism in visual form (photography, television, video) (Component B) 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) 3. Assess and avoid unnecessary risks in studio and location activities (Component A) 4. Undertake a range of production and technical craft roles and achieve performance statements at an intermediate level (based on BJTC Essential Elements) 5. Manage visual images which accompany or substitute for text and write to pictures. (Component A) 6. Demonstrate an understanding of voice and performance technique including guidance on breathing, posture, articulation, enunciation and conversational style as well as attention to the differences in vocal delivery associated with different types of presentation. (Component A) 7. Demonstrate an awareness of professional conduct (Component A)
Syllabus Outline	To introduce students to broadcast journalism both radio and television and subsequently tri-media convergence online. To teach basic radio, television and online 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. One to one voice training

	will also be delivered in line with BJTC requirements.																				
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • Students can expect a total of 100 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, lectures, seminars and news days. • 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 																				
Teaching and Learning Methods	<p>Scheduled learning 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>From Week 5, an eight hour news day where tutor will be present in a news-editor/advisor capacity.</p> <p>Independent learning:</p> <ul style="list-style-type: none"> • 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 																				
Key Information Sets Information	<table border="1" data-bbox="459 1122 1369 1509"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>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> </thead> <tbody> <tr> <td>300</td> <td>100</td> <td>200</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</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>	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	100	200	0	300
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	100	200	0	300																	

	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td></td> <td>100%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:											0%	Coursework assessment percentage			100%				0%				100%
Total assessment of the module:																									
			0%																						
Coursework assessment percentage			100%																						
			0%																						
			100%																						
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 http://www.bbc.co.uk/journalism/</p> <p>Boyd, A., Stewart, P. and Alexander, R. (2008) <i>Broadcast Journalism: Techniques of Radio and Television News</i>. 6th 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 & 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>. 6th 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>																								

Part 3: Assessment

Assessment Strategy	<p>Students will be asked to produce a portfolio of broadcast news items to include a two minute television news package suitable for local television news, a three minute radio feature, and a live interview (recorded for the portfolio)</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>There will also be a short assessment of news-bulletin writing assessing students' ability to write tight copy for broadcast news and order stories news in order of importance according to the news agenda.</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	DVD of work, workbook, self-reporting diary and critical appraisal.
Understanding of news agendas and running order construction and the role of the audience in constructing them.	2	Bulletin writing test
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)	A:	B:
	80	20
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of work under supervision	100	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Critical appraisal	100	
2.(etc)		
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio of work under supervision	100	
2.(etc)		
Component B Description of each element	Element weighting (as % of component)	
1. Critical appraisal	100	
2.(etc)		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		