**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Broadcast Journalism 2 | | | | | |
| Module Code | UACAJM-30-2 | | Level | 2 | Version | 1.1 |
| Owning Faculty | ACE | | Field | CMS | | |
| Contributes towards | BA (Hons) Journalism<br>BA (Hons) Journalism and Public Relations | | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Project | |
| Pre-requisites | | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | N/A | | |
| Valid From | Sept 2012 | | Valid to | Sept 2018 | | |

| CAP Approval Date | June 1st, 2012 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On completion of this module students will be able to:<br><br>1. Demonstrate an ability to plan, research and execute news items; including the use of a news diary and the gathering and checking of material. (Component A)<br>2. Demonstrate an ability to function as an individual, leader and a member of a team in a variety of roles and responsibilities. (Component A)<br>3. Undertake pre-production planning and post production modifications or reworking of material by applying skills in sound and video production. (Component A)<br>4. Originate and develop story ideas, drawing from traditional and novel news agendas, and show due sensitivity to what the audience might expect at a more advanced level than that required in Broadcast Journalism 1. (Component A)<br>5. Demonstrate presentation skills including 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)<br>6. Comment critically on the strengths and weaknesses of their work produced throughout the module. (Component A)<br>7. Demonstrate an awareness of professional conduct. (Component A) |
| Syllabus Outline | To develop students skills in more advanced broadcast journalism skills through continuous weekly practice and feedback. To develop newsgathering skills (journalistic and technical) through a series of lectures, workshop and practice news days and |

| | equip students for the work place as a journalist. In addition the module aims to reflect upon practice through debrief and constructive criticism. One to one voice training will also be delivered in line with BJTC requirements.<br><br>Workshops will continue focussed on story-gathering, researching and preparation and planning for the news days. The pace picks up considerably building on Broadcast Journalism 1 by extending the bulletin air time and adding news-room or location lives.<br><br>There will be a news day every week in Semester Two whereby the newsroom and studio will be in full use all day 9am until 5pm.<br><br>The final weeks will be dedicated to work-placement planning and contact making. Placements to be carried out during Semester Three/summer vacation and Yr 3. |
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| Contact Hours/Scheduled Hours | • Students can expect a total of **130** 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.<br><br>• 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 | **Scheduled learning**<br>Workshop where students will gain instruction in practice and assistance in planning news days. In between workshops and news days students to work on pre-shoot and preparation for news days with remote supervision and assistance from tutor.<br><br>On the weekly eight hour news day the tutor will be present in a news-editor/advisor capacity.<br><br>**Independent learning:**<br>• Students will be required to meet in their production teams outside of class time for pre-production preparation<br>• Students will be required to travel within Bristol and area for newsgathering purposes.<br>• Students will need to spend time reading, viewing and listening to broadcast news output.<br>• Students will be required to use the multimedia labs in their own time for post production purposes and practice<br>• Students will be required to spend time reading set texts<br><br>. |
| Key information sets information | **Key Information Set - Module data**<br><br>*Number of credits for this module*  30<br><br>(see table below) |

**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 | 130 | 170 | 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 |
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| | 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: | | | |
|---|---|---|---|
| | | | 0% |
| Coursework assessment percentage | | | 100% |
| | | | 0% |
| | | | 100% |

| Reading Strategy | Essential reading may be supplied as printed copies or made available electronically via Blackboard. Essential reading may include not just specific articles but set text books.<br><br>In addition, students will expected to undertake further reading and viewing 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.<br><br>Formal opportunities for students to develop their library access and information skills 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. |
|---|---|
| Indicative Reading List | BBC College of Journalism Website http://www.bbc.co.uk/journalism/<br>Boyd, A., Stewart, P. and Alexander, R. (2008) *Broadcast Journalism: Techniques of Radio and Television News.* 6th ed. Oxford: Focal Press.<br>Chater, C. (2002) *Research for Media Production*. Oxford: Focal Press.<br>Geller, V. (2011) *Beyond Powerful Radio: A Communicator's Guide to the Internet Age - News, Talk, Information & Personality for Broadcasting, Podcasting, Internet, Radio,* Oxford: Focal Press.<br>Hudson, G, and Rowlands, S. (2008) *The Broadcast Journalism Handbook*. Harlow: Pearson Education.<br>Medoff, N., Fink, J. (2012) *Portable Video: News and Field Production.* 6th ed. Oxford: Focal Press.<br>Thompson, R. (1988) *Grammar of the Shot*. Oxford: Focal Press.<br>Thompson, R. (1993) *Grammar of the Edit*. Oxford: Focal Press.<br>Trewin, J. (2003) *Presenting on TV and Radio: an Insider's Guide.* Oxford: Focal Press. |

| **Part 3: Assessment** |
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| Assessment Strategy | |
|---|---|
| | Students will be asked to take part in news days during this module where their contributions and group roles will be self-assessed and peer-assessed. |
| | Each week the newsroom roles will be rotated to allow the students the opportunity to experience and learn the relevant skills to become multi-skilled broadcast journalists. Student's competence across roles will be assessed formatively. |
| | Their attendance and contribution to news days will be noted and form part of the overall assessment but will be assessed indirectly through portfolio. |
| | In addition they will be asked to keep a self-reporting diary including critical analysis documenting their activities, progress and issues raised within their |

group.

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 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.

By the end of Semester Two (Summative assessment) students will be asked to produce an individual  portfolio on DVD demonstrating both television and radio reporting, voice skills, camera work and editing , production skills and bulletin writing.

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 |
| --- | --- | --- |
| 1.  Participation in news days | 1,2,3,4,5,6,7 | Self-assessment,peer assessment, attendance and teachers' observations. |
| 2.  Production of individual portfolio | 1,2,3,4,5,6,7 | DVD of work, |
|  |  |  |
| 3.  An ability to comment critically on the strengths and weaknesses of the work produced throughout the module. | 6 | Self-evaluation and self-reporting diary/workbook |
| 4.  Attendance at all core teaching activities | 1,2,3,4,5,6,7 | Attendance record within written component of portfolio presentation. |

| Identify final assessment component and element | Portfolio of work A1 | | |
|---|---|---|---|
| **% weighting between components A and B** (Standard modules only) | | **A:** | **B**: |
| | | **100** | |

| **First Sit** | |
|---|---|
| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
|    1.   Portfolio of work | 100% |
| 2.(etc) | |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. | |
| 2.(etc) | |

| **Resit (further attendance at taught classes is not required)** | |
|---|---|
| **Component A**  (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1.   Portfolio of work | 100% |
| 2.(etc) | |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| 1. | |
| 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. | |