

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Craft Skills				
Module Code	UACAJJ-30-1	Level	1	Version	1.0
Owning Faculty	ACE	Field	CMS		
Contributes towards	BA (Hons) Journalism BA (Hons) Journalism and Public Relations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	NA	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	June 1, 2012
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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 basic technical skills in sound and video production through a series of individual and small group projects. (assessed through component A) 2. Deconstruct the generic examples of multimedia broadcast news output using appropriate terminology demonstrating an understanding of the construction and narrative elements. (assessed through component A) 3. Demonstrate an understanding of audience expectations of output. (assessed through component A) 4. Understand the elements and conventions of and craft techniques associated with various forms of production (Studio, field work etc.) (assessed through component A) 5. Undertake a range of production and technical craft roles and achieve performance statements at a basic level (based on the following Skillset NOS: Production (Film & TV) 2005, Directors 2003, Sound 2009, Camera 2008, Lighting for Film & Television 2006, Editing 2007) (assessed through component A) 6. Contribute to good working relationships (Skillset NOS X1) (assessed through component A) 7. Undertake pre-production planning (assessed through component A) 8. Contribute to the quality and productivity of the production process (Skillset NOS X6) (assessed through component A)

	<p>9. Conduct an assessment of risks in the workplace and ensure own actions reduce risks to Health and Safety (Skillset NOS X3) (assessed through component A)</p> <p>10. Demonstrate an awareness of professional conduct (assessed through component A)</p>
Syllabus Outline	<p>Taught over one semester</p> <p>The first part of the module encompasses a range of 'short, sharp' exercises designed to help students take responsibility for and develop a reflective approach to their own learning. They will also improve their team working skills.</p> <p>Indicative phases include:</p> <ol style="list-style-type: none"> 1. TV News Package (s) 2. Radio News feature (s) <p>In the second part of this module students will add more sophisticated directing and editing techniques to their knowledge base. An added emphasis will be placed on gallery skills, live broadcasts and multimedia skills. This phase will indicatively consist of the production of:</p> <ol style="list-style-type: none"> 1. Online multimedia slideshow (photo essay) 2. Television Studio Production Exercises <p>Throughout emphasis will be placed on analysing and critiquing the genre.</p>
Contact Hours/Scheduled Hours	<p>This module will be taught in two intensive weeks during the assessment and examination period in January. 60 hours</p> <p>It will continue with 3 further pre-production and studio days scheduled over the semester. 24 hours</p> <p>Total: 84 hours taught time</p>
Teaching and Learning Methods	<p>Scheduled learning</p> <ul style="list-style-type: none"> • Students will be required to attend a 2 hour lecturer-led seminar/workshop each week and additional craft skills and technical sessions averaging a further 1.5 hours a week across the semester. <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 and area 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 • Students will be required to spend time reading set texts
Reading Strategy	<p>Core (essential) reading is required for this module and will be indicated from the outset in the module handbook via the module information on MyUWE or by the module tutors. Additional core readings that facilitate exercises and stimulate discussion (and are brief) may be clearly identified during the run of the module, e.g., a topical news article. Students will be given clear guidance on how to access these readings. Digital access will be the preferred option. Further reading is advisable for</p>

	<p>this module and students are encouraged to explore additional texts held in the library. These include a wide variety of print and online resources. The Library Service's web pages provide access to subject relevant resources and services, and to the library catalogue. A current list of indicative titles of relevance to the module is given in the module handbook and revised annually. Guidance will be provided about how to access further reading and how students can identify relevant sources for themselves. To support students' development of information literacy skills, academic staff and the subject librarian will regularly review provision and support in line with current reading strategies.</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>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 basic digital media work including a studio item, short news story for radio and television and an online multimedia slideshow. Students will be assessed on their mastery of the technology, evidence of editorial judgement, understanding of the genre, team working and time management skills. This will then enable them to progress to the Broadcast News Days in semester two having mastered the basics.</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 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.</p> <p>As some work will be assessed in teams, students will be given clear guidance on the rules of team working and group engagement.</p> <p>Group marks will account for 40% of the assessment and individual marks will account for 60% of the assessment. Students will be asked to comment on their team's contributions to group activities and to keep a log of all their own contributions.</p> <p>Students will be advised on the importance of attendance in the module and their attendance and engagement with tasks will be directly assessed.</p>		
	Assessment Criteria	Relating to Learning Outcomes	Source of Evidence
	1. Evidence of commitment to building a portfolio of creative, technical and editorial production skills	1,4, 5,	Research processes, project materials, student log-book, project prototypes and supporting materials
	2. Understanding of professional production	1,4, 5, 6, 7, 8, 9	Attendance at team meetings, punctuality,

	practices		supporting materials, peer assessment, written evaluation.
	3. An understanding of the role of audience in the development of all media artefacts.	2, 3, 5	Production artefacts and critical analysis
	4. An ability to comment critically on the strengths and weaknesses of the work produced throughout the module, including evidence of an ability to critique artefacts and practice methodologies within a broader media context	1, 2, 3, 4, 6, 7, 8, 9	Self-evaluation
	5. Attendance at all core teaching activities	1, 7, 6	Attendance record

Identify final assessment component and element	Portfolio of practical exercises and reflective learning log (1500 words) A1		
% weighting between components A and B (Standard modules only)	A:	B:	
	100%		
First Sit			
Component A (controlled conditions) Description of each element	Element weighting (as % of component)		
1. Portfolio of practical exercises and reflective learning log (1500 words)	90%		
2.Attendance	10%		
Component B Description of each element	Element weighting (as % of component)		
1.			
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 practical exercises (unsupervised) and reflective learning log (1,500 words)	100%		
2.(etc)			
Component B Description of each element	Element weighting (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.			