



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Broadcast Journalism 2				
Module Code	UABAJM-30-2	Level	2	Version	1.2
Owning Faculty	ACE	Field	CMS		
Contributes towards	BA (Hons) Journalism				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	Broadcast Journalism 1 UABAJL-30-2	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	September 2015	Valid to	September 2018		

CAP Approval Date	5 th 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"> 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 B) 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) 3. Undertake pre-production planning and post production modifications or reworking of material by applying skills in sound and video production. (Component A B) 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 B) 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) 6. Comment critically on the strengths and weaknesses of their work produced throughout the module. (Component A B) 7. Demonstrate an application 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

	<p>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.</p> <p>Workshops will continue focused on story-gathering, researching and preparation and planning for the news days. The pace picks up considerably building on Broadcast Journalism 1</p> <p>There will be a number of news days in line with BJTC accreditation requirements.</p>																									
<p>Contact Hours/Scheduled Hours</p>	<p>Students can expect a total of 72 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, lectures, workshops and news days.</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>																									
<p>Teaching and Learning Methods</p>	<p>Scheduled learning</p> <p>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. News days are where students work with the staff both individually and as a team to produce at one sitting a programme from initial idea to broadcast made up of journalistic stories and on various possible platforms.</p> <p>Independent learning:</p> <p>Students will be required to meet in their production teams outside of class time for pre-production preparation</p> <p>Students will be required to travel within Bristol and area for newsgathering purposes.</p> <p>Students will need to spend time reading, viewing and listening to broadcast news output.</p> <p>Students will be required to use the multimedia labs in their own time for post production purposes and practice</p> <p>Students will be required to spend time reading set texts</p>																									
<p>Key information sets information</p>	<table border="1" data-bbox="456 1301 1366 1715"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td></td> <td colspan="3"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">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>Written Exam: Unseen written exam, open book written exam, In-class test</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project</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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	<p>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> <table border="1" data-bbox="416 333 1107 566"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td colspan="4">Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:									0%	Coursework assessment percentage				100%					0%					100%
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<p>Reading Strategy</p>	<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 <u>library 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>																									
<p>Indicative Reading List</p>	<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>																									

<p style="text-align: center;">Part 3: Assessment</p>	
<p>Assessment Strategy</p>	<p>Students will take part in news days during this module where their contributions and group roles will be self-assessed. News days are where students work with the staff both individually and as a team to produce at one sitting a programme from initial idea to broadcast made up of journalistic stories and on various possible platforms.</p> <p>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.</p> <p>Their attendance and contribution to news days will be noted and form part of the overall assessment but will be assessed indirectly through portfolio.</p> <p>In addition they will be expected to keep a self-reporting diary of their work on news days including critical analysis documenting their activities, progress and issues raised within their group.</p>

The critical analysis and self-evaluation should be about analysis and awareness and should not be a simple diary of events. Students will build on the skills to develop such an analysis in Broadcast Journalism 1 and through in class feedback at the end of every news day. This will allow them to create 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 his/her own weaknesses as well as strengths and clearly identify the criteria from which they are making these judgments.

By the end of Semester Two (summative assessment) students will be asked to produce an individual portfolio 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 by the lecturer during news days.

Assessment Criteria	Relating to Learning Outcomes	Source of Evidence
1. Participation in news days	1,2,3,4,5,6,7	Self-assessment, attendance and teachers' observations.
2. Production of individual portfolio	1,2,3,4,5,6,7	Portfolio 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 B1	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Participation in news days (as define in assessment)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio of work	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Critical Appraisal (presented under controlled conditions)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio of work	100%	

If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.