



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Broadcast Journalism 2				
Module Code	UACAJM-30-2	Level	2	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	Broadcast Journalism UACAJL-30-1	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
Valid From	Sept 2012	Valid to	Sept 2018		

<b>CAP Approval Date</b>	June 1 <sup>st</sup> , 2012
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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. Compile and work from a news diary and contribute to forward planning (Assessed through component A)</li> <li>2. Newsgather, research, and investigate the factual accuracy of material (Assessed through component A)</li> <li>3. Function as an individual journalist and as a leader and a member of a team (Assessed through component A)</li> <li>4. Undertake pre-production planning e.g. scripting and timing contents of the news item or bulletin. (Assessed through component A)</li> <li>5. Undertake specific roles in a student newsroom environment during weekly news days (Assessed through component A)</li> <li>6. Undertake post production modifications or reworking of material (Assessed through component A)</li> <li>7. Demonstrate advanced level of technical skills in sound and video production. (Assessed through component A)</li> <li>8. Originate and develop story ideas, drawing from traditional and novel news agenda and show due sensitivity to what the audience might expect (Assessed through component A)</li> <li>9. Evaluate and take measures to eliminate a wide range of possible production</li> </ol>

	<p>risks encountered in the field. (Assessed through component A)</p> <p>10. Undertake a range of production and technical craft roles and achieve performance statements at an intermediate level (Assessed through component A)</p> <p>11. Hone individual voice skills introduced in Broadcast Journalism 1 and develop 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 (Assessed through component A)</p> <p>12. Comment critically on the strengths and weaknesses of the work produced throughout the module. (Assessed through component A)</p> <p>13. Demonstrate an awareness of professional conduct. (Assessed through component A)</p>
Syllabus Outline	<p>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.</p> <p>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.</p> <p>There will be a news days every week in Semester Two whereby the newsroom and studio will be in full use all day 9am until 5pm.</p> <p>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.</p>
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> <li>• Two hour workshop (one tutor/lecturer shared with technical instructor)</li> <li>• Weekly eight-hour news days in the newsroom/studio.</li> </ul> <p>Total class contact hours = 100</p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> Two hour workshop where students will gain instruction in practice and assistance in planning news days.</p> <p>In between workshops and news days students to work on recces, pre-shoot and preparation for news days with remote supervision and assistance from tutor.</p> <p>Weekly eight hour news day where tutor will be present in a news-editor/advisor capacity.</p> <p><b>Independent learning:</b></p> <ul style="list-style-type: none"> <li>• Students will be required to meet in their production teams outside of class time for pre-production preparation</li> <li>• Students will be required to travel within Bristol and area for newsgathering purposes.</li> <li>• Students will need to spend time reading, viewing and listening to broadcast news output.</li> <li>• Students will be required to use the multimedia labs in their own time for post production purposes and practice</li> <li>• Students will be required to spend time reading set texts</li> </ul>

Reading Strategy	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 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.
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>

### Part 3: Assessment

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>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.</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 asked to keep a self-reporting diary including critical analysis documenting their activities, progress and issues raised within their group.</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>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.</p> <p>Students will be advised on the importance of attendance in the module and</p>

their attendance and engagement with tasks will be directly assessed.

Assessment Criteria	Relating to Learning Outcomes	Source of Evidence
1. Participation in news days	1,2,3,4,5,6,7,8,9,10,11,12,13	Self-assessment, peer assessment, attendance and teachers' observations.
2. Production of individual portfolio	1,2,3,4,5,6,7,8,9,10,11,12	DVD of work,.
3. An ability to comment critically on the strengths and weaknesses of the work produced throughout the module.	12	Self-evaluation and self-reporting diary/workbook
4. Attendance at all core teaching activities	1,2,3,4,5,6,7,8,9,10,11,12,13	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)	<b>A:</b>	<b>B:</b>
	100	
<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	100%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		
2.(etc)		

<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	100%	
2.(etc)		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		
2.(etc)		
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.		