

## University of the West of Scotland

## Module Descriptor

Session: 2024/2025

<b>Title of Module: Broadcast Feature Production</b>			
<b>Code: JOUR09007</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	Business & Creative Industries		
<b>Module Co-ordinator:</b>	Dr James Mahon		
<b>Summary of Module</b>			
<p>This module requires students to produce longer-form, more considered broadcast journalism for a feature market. Students conduct in-depth interviews and gather audio and video appropriate to creating a more involved piece of original journalism. Students are free to specialise in their preferred medium (radio or TV) and will be guided by a series of lectures and workshops that will continue their development as broadcaster interviewers, storytellers and presenters.</p> <p>Through a series of short lectures and demonstrations the student will be given the opportunity to learn the skills of professional audio and/or video feature production, which can also be used in long-form news production. Analysis of what makes a good (listenable) feature will be undertaken in tutorial and feedback sessions.</p> <p>The software skills along with portable recording interview techniques will be shown in workshops and in one-to-one feedback tutorials.</p> <p>Use of music and sound effects will be used during demonstrations in multi track mixing techniques.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Conduct in-depth original story research drawing on a range of sources.
L2	Conduct and record broadcast interviews to a professional standard
L3	Demonstrate advanced broadcast scripting and storytelling techniques
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>9</b> The technical aspects and practical techniques of broadcasting; demonstrating some originality and creativity in audio/video production.
Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b> The dubbing, digitally editing and mixing of recorded material to a professional standard; interviewing and recording adhering to professional level practices using professional level equipment.
Generic Cognitive skills	SCQF Level <b>9</b> Using a wide range of sources and making judgements; evaluating and critically reviewing their own output and that of others in a reflexive manner; defining analysing, critically evaluating and conceptualise professional level problems and issues.

Communication, ICT and Numeracy Skills	<b>SCQF Level 9</b> Communicating using written and oral forms at a professional level to a range of audiences; communicating and working effectively in inter-personal settings.	
Autonomy, Accountability and Working with others	<b>SCQF Level 9</b> Organising and managing supervised, self-directed projects; work to a given brief, within a specified timescale; exercise autonomy and initiative and work independently.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:09007</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Work Based Learning/Placement	6
Practice Based Learning	12
Independent Study	167
Laboratory/Practical Demonstration/Workshop	12
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p><a href="https://www.oreilly.com/library/view/broadcast-news-writing/9780240811833/">https://www.oreilly.com/library/view/broadcast-news-writing/9780240811833/</a></p> <p>Angus, R. (2014) Straight to camera versus interview. Available at: <a href="https://clipsthat sell.com.au/straight-to-camera-versus-interview/">https://clipsthat sell.com.au/straight-to-camera-versus-interview/</a></p> <p>Aradau, B. and Greenway, C. T. G. (2019) 'Acts of digital parasitism: hacking, humanitarian apps and platformisation', <i>New Media and Society</i>, 21(11), pp. 2548-2565.</p> <p>Bui, M. N. and Moran, R. (2020) 'Making the 21st century mobile journalist: examining definitions and conceptualizations of mobility and mobile journalism within journalism education', <i>Digital Journalism</i>, 8(1), pp. 145-163.</p> <p>Couldry, N., Ridriguez, C. and Bolin, G. (2019) 'Media communication and the struggle for social progress', <i>Global Media and Communication</i>, 14(2), pp. 173-191.</p> <p>(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Creation or a diverse rounded multimedia portfolio, attendance in classes. Partake in placements</p>	

<b>Equality and Diversity</b>
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a> .
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Dr Kenneth Pratt
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	0/1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p><b>Formative Assessment</b> There will be a series of formative assessments that will take place at regular intervals throughout the duration of this module in order to inform your learning and to give you feedback. These feedback sessions will take place during tutorial times.</p> <p><b>Summative Assessment</b> This will be completed in the production of broadcast outputs, produced to relevant professional standards.</p>
<p>Assessment 1</p> <p>(100% of total marks)</p> <p>1 broadcast feature portfolio which will comprise two submissions of a maximum duration of 6 minutes.</p> <p>1 radio feature and 1 video feature on agreed topics with module coordinator.</p>

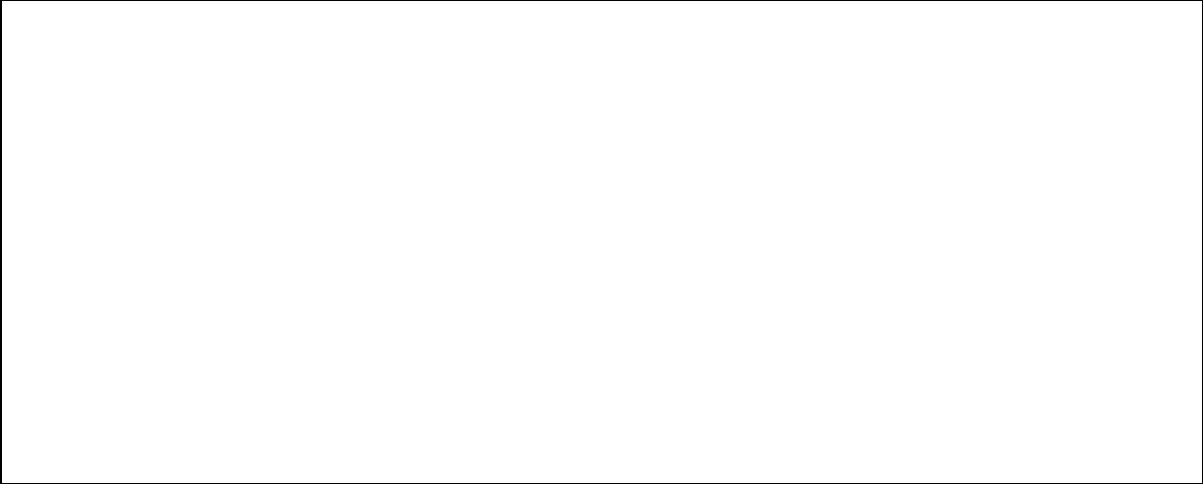
Provide scripts and a 500 word reflective essay on "The merits or drawbacks of feature reporting in the digital media age"

Submit all in one word document to Turnitin

### 5.3 Portfolio content rubric

This proposal is designed to encourage the production of high quality broadcast material. In effect a high quality 3 minute video package would be the same as 1500 words of written journalism while a 3 minute unedited interview would only be worth 450 words.

Tier	Submission type	Word count award	Criteria notes
1.1	100 words print journalist	100	
1.2	100 words online/magazine journalism  Unedited interview	150	A submission only reaches this criteria when page design and photography is included. Otherwise the submission drops to tier 1.1
1.3	1 minute video/radio read only	300	Tier 1.3 requires no clips or editing and merely the performance of around 180 words of script. Discussions or two way reports will also be counted as this level and will be counted to the reporter only
1.4	1 minute radio/video package	500	Tier 1.4 requires the skills associated with package making: edited clips, a piece of audio/video comprising presentation and/or voice over and the gathering of original pictures or sound to illustrate the story. This journalism must be original and transmittable with appropriate contributors. If a submission is not judged to have met this criteria it will be marked as a tier 1.3 submission. An example of this would be a video submission which was a minute long piece to camera.



Assessment 2 – Free Text

Assessment 3 – Free Text

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.  
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio of Practical work	X	X	X			100	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor