



MCAST

Malta College of Arts, Science & Technology

MQF Level 6

Bachelor of Arts (Honours) in Journalism

CA6-09-19

Current Approved Programme Structure

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Reporting for Digital Media

Unit level (MQF): 5

Credits: 6

Unit Description

This unit aims to give learners the opportunity to learn the principles of reportage for the digital media. Learners will understand the methods used for the reportage of different events and media related work which may include both reporting in writing, using different mediums such as TV, radio, social media and photographs as well as the ability to report and present information verbally, paying attention also to the non-verbal cues.

Learners will create a portfolio of research and written material related to the production of a report for digital media. Therefore, learners will have the possibility to personally practice first hand building a report from start to end, thus learn the step by step process, learn the importance of project management, research and all the planning aspects related to creating material to produce and stream a report for digital media in a medium of their choice (moving image or photography).

This unit is to be undertaken through a study-centred project in reporting for the digital media.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify and research a news story to report on chosen digital media.*
2. *Plan and write a news report for chosen digital media showing evidence of the process followed.*
3. *Produce and broadcast the digital media news report with supporting photographs or moving images.*
4. *Evaluate and identify the news value of final digital news report with supporting evidence and examples.*

Digital Media in Visual Arts

Unit level (MQF): 5

Credits: 6

Unit Description

In this unit learners will be introduced to a range of digital media and post production software used by journalists for different aspects of their work. Learners will have the possibility to grasp the knowledge and skills required to use such software effectively in their job as media practitioners.

Therefore, learners will become familiar with a range of tools and techniques of the various digital media production software used today. Firstly, learners will research and understand the essential technical aspects of working with digital media. Then learners will learn the correct digital file management and development of a media project.

Learners will apply tools and techniques using video editing, image editing and design software to produce a body of work presented in different formats. This unit will act as an introduction to these programs, thus learners will become competent with the basic tools and techniques of each software program.

Finally, learners are to utilize each software program learnt to produce work for a specific media project. Then learners will present their final outcomes in an appropriate manner. In addition, learners will evaluate their own final outcomes as well as their use of digital media software to produce a specific media project

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the technical aspects of working with digital media.*
2. *Understand the main principles of using post production tools and techniques using image editing and design software.*
3. *Apply post production tools and techniques using video editing, image editing and design software as required to complete your own media project.*
4. *Present own work to a given audience and evaluate methods of improvement.*

Visual Thinking

Unit level (MQF): 5

Credits: 6

Unit Description

This unit introduces a number of idea-generating techniques to demonstrate that creative thinking is a skill that can be continually developed. In addition, this unit aims to develop the learner's skills in communicating their ideas visually through incentive and stimulating assignments, and, where possible have topical and/or contemporary assignments embedded with cultural relevance. In addition, learners will be encouraged to experiment and take risks with their work. Learners will also have the possibility to participate and create discussions, engaging in peer to peer criticism to open the potential and interest of ideas.

Learners will also engage in integrated research to include analysis of the brief, prepare their initial ideas, and investigate and explore materials, processes and techniques. They will also have the possibility to practice communicating their ideas across specialist applications, both traditional and alternative.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Research and exploit idea generation techniques and methods to experiment and explore their characteristics and suitability.*
- 2. Apply visual techniques to own work to communicate specific information and ideas.*
- 3. Develop own visualised ideas into working concepts.*
- 4. Present and evaluate a finished creative solution to a given brief.*

Media Tools & Techniques

Unit level (MQF): 5

Credits: 6

Unit Description

This is a skill based unit that will allow learners to gain the necessary skills to be able to use digital cameras, lighting equipment, editing software and other related media tools and techniques under a range of conditions to complete a practical project by choosing from either moving image, photography or journalistic platforms.

Learners will utilise a range of media tools and techniques to produce effective media content in response to a project led assessment on a media platform of their choice. Therefore, for this unit practice will play a key role.

On completion of this unit learners will have developed an underpinning knowledge and understanding of key camera, lighting and editing techniques and their uses. Project led assessment will allow candidates to produce media content that demonstrates their understanding of these techniques and justify their purpose in either a moving image, photographic or journalistic context.

Learners will also develop the understanding, knowledge and skills to appropriately apply techniques and equipment to enhance both the technical and visual impacts of images.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Research and evaluate image making and editing tools and techniques to produce media content.*
2. *Use camera and editing tools to produce media content.*
3. *Produce media content using a range of techniques found in digital camera and editing facilities.*
4. *Present and effectively evaluate own captured and edited media content.*

Lens Based Media

Unit level (MQF): 5

Credits: 6

Unit Description

This unit aims to give learners the necessary skills to proficiently use cameras and sound equipment to capture appropriate images as well as using video and sound editing software effectively. This unit will focus on developing a deeper understanding of lens based media and their application to practical media, photography and journalism.

Learners will utilise a range of camera techniques to produce creative solutions to a variety of media projects. As well as further develop their existing knowledge of Still Image, Moving Image and Video Journalism as a tool to provide creative solutions to enhance their visual language and aid in visual story telling and the solving of visually creative problems. Image, video, sound capture and file optimisation will play key roles in the learner's journey throughout this unit.

Upon completion of the unit learners will have kick-started their personal journey to being able to identify key media techniques and their uses within the three streams of learning journalism, photography and media and also understand more first-hand how these techniques can be applied to various media platforms and outlets.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the techniques and technical aspects of a variety of lens based media.*
2. *Produce digital still images by experimenting with different lens based media equipment and techniques.*
3. *Produce an audio-visual production using the suitable lens based media in own area of study.*
4. *Present documentation of own work showing personal reflection and learning curve.*

Storytelling & Narratives

Unit level (MQF): 5

Credits: 6

Unit Description

In this unit learners will become familiar with key concepts related to storytelling through the theories and conventions of narrative structure, characterization and mise-en scene. Learners will then be able to apply them to a story of their own devising.

During this unit learners will carry out analysis of media texts such as Short film, TV, News features, video journalism, Documentary e and many others which display some of these features and then use established and industry-standard planning documents such as treatments, scripts and storyboards to practically apply the knowledge and skills to their own work.

Throughout the unit learners will be gaining knowledge about various storytelling strategies and will be given the opportunity to experiment and produce stories and articles via a series of exercises and experiments.

The acquired knowledge about narratives will enable learners to produce an original visual story. After having achieved the basics of storytelling and narratives, learners are encouraged to experiment and produce creative outcomes to start developing their own personal style. Learners will then be able to use the knowledge and skills learnt and apply them in future projects.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Explain typical narrative and visual codes and conventions in media texts.*
2. *Apply a range of structural and visual conventions to different storytelling scenarios.*
3. *Use storytelling strategies to plan a visual story.*
4. *Present a visual story, documentation and evaluate own work.*

Reading the Image

Unit level (MQF): 5

Credits: 6

Unit Description

This is a research and practical-based unit where learners explore the political, social and cultural impact of journalism, film and photography. This unit focuses on the analysis of the representation and impact of images on society, the audience and individuals.

Learners will research and investigate the power of the media industry on society and vice versa. This unit focuses on the impact of the image through mechanisms of representation, ideology, propaganda, iconography, audience theory, implications and subliminal messages. Learners are to explore how elements of mise-en-scene such as perspective, composition, lighting and editing can alter the viewers' implication of the imagery. Emphasis should be put on the critical analysis of imagery to determine the underlying representation and meaning.

Reading the image explores the political, social and cultural impact of imagery as well as changes within image representation due to economics, technologies, ownership and audiences. In this module learners will explore the image in journalism work, film productions and photography, through to the rise of cinema, television, media convergence and the digital revolution.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Analyse the impacts and implications of social and cultural influences on imagery.*
2. *Identify a concept and visualize how it can be communicated and represented through imagery.*
3. *Produce a media production using appropriate methods of representation.*
4. *Communicate effectively the concepts, methodologies and outcomes reflecting critical evaluation of own production.*

Independent Media Practice

Unit level (MQF): 5

Credits: 6

Unit Description

This is a practice based unit which is aimed to give the learners the possibility of exploring and expanding their own creative and artistic practice. The unit encourages learners to make creative decisions through research and experimentation in their medium of choice, in order to help them establish their creative process and develop as creative professionals by using reliable and verified sources.

This unit will help learners develop critical awareness of current practices in the industry and equip them with the intellectual tools, understandings and techniques to deal with complex issues in order to improve their working and artistic practices.

The self-commissioned project and journal which structure this unit, is intended to develop the learner's ability to use moving image, photography or reporting to articulate imaginative, experimental and creative responses to their experience. Practical and technical skills will be developed as learners' experiment in their medium of choice, however the emphasis of this unit is to extend the learners' practical and conceptual visual language and to help them understand that media is not just a technical medium but also an artistic one where the message needs to be conveyed in a responsible, original and unbiased manner within deadlines.

Discussion groups and practical activities will enable learners to reflect on their ideas, and process them through their visual work. Short tasks, which are set throughout the unit, are intended to help learners to gradually develop their visual language, and to accumulate the confidence to complete the assessed work.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Use research to originate a self-commissioned creative project within chosen media sector.*
2. *Pitch a creative and relevant self-commissioned project.*
3. *Produce a creative self-commissioned project as proposed in pitch.*
4. *Evaluate the creative process and final outcome of own work.*

Maltese for Journalism

Unit level (MQF): 5

Credits: 3

Unit Description

This unit is designed to give learners the opportunity to improve their written and spoken Maltese by reinforcing language rules they are already familiar with. Learners will understand the importance of unbiased writing, points of style, sentence structure, grammar and spelling, and how these contribute to writing effective articles and reports in the Maltese language. Learners will also acquire the necessary skills on how to successfully plan and carry out interviews by asking the appropriate questions.

Learners will have the opportunity to analyse and develop their ability to criticise already published Maltese articles as well as translate various texts from English to Maltese. Delving deeper into translation will further enable learners to make adequate use of the Maltese language when writing, since literal translation and untranslatability are issues Maltese journalists encounter on a daily basis. This will enable learners to further understand the importance of content of writing as well as the right choice of lexicon.

Upon completion of this unit, learners will have acquired the necessary skills, knowledge and competences to complete adequate report writing and successfully conduct interviews in the Maltese language. Learners will write concisely and with emphasis, while understanding the importance of diction and lexicon, both orally and in writing.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Analyse and criticise various spoken and written texts.*
2. *Plan and produce ethical journalistic articles and reports in Maltese.*
3. *Summarise texts while translating from English to Maltese.*
4. *Formulate questions to communicate ideas effectively on a range of topics.*

English for Journalism

Unit level (MQF): 5

Credits: 3

Unit Description

The main objective of this unit is to prepare learners to use the English language effectively when it comes to writing feature articles, news stories and reporting, and writing for different audiences. Learners will be given ample opportunity to hone their writing skills while working on their communication strategies in English within the field of journalism. Attention to style will also be attributed in that the way a story is written must match the subject, the mood, and the pace of the events described and, predominantly, the needs of the reader. Different styles of writing will be explored with examples given through articles and feature stories from local and international newspapers and magazines.

Precision is imperative to the journalist, especially when it concerns news reporting; being precise means that the writer is meticulous with his or her choice of words. Lessons will be dedicated to help learners learn how to use words appropriately and in the right context, especially words having two possible meanings, and confusing word pairs like ‘affect’ and ‘effect’.

Learners will also be given examples from articles to identify vague words, euphemistic terms, non-existent, albeit popular, words, empty words, and instances of circumlocution, and more. They will be encouraged to identify any instances of the above in their own writing and avoid them where necessary.

It is vital for learners of journalism to master the principles of grammar that will enable them to express their meaning clearly and accurately, leaving no room for misinterpretation from their readers.

Learners will also have the opportunity to develop their critical thinking and reflective skills when it comes to writing and producing feature articles and news stories for the press.

Upon completion of this unit, learners will have acquired the necessary skills, knowledge, and competences to complete adequate and ethical report, article, and news writing to different audiences and genres. The learners will also be improving their communication skills in both writing and speaking; this is especially relevant when it comes to interviewing people and forming new connections in their field.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Produce feature articles and news stories in English in appropriate forms and styles to serve different audiences and purposes.*
2. *Evaluate critically articles from newspapers and magazines.*
3. *Communicate more effectively with others in interviews and reports.*
4. *Understand issues of ethics, equality, and fairness as applied to journalism.*

Journalism and Political Communication

Unit level (MQF): 5

Credits: 6

Unit Description

Journalism and political communication addresses the core of our democracies. These two important areas provide the understanding of how the role and significance of media, journalism and information shape public opinion.

In his book, Brian McNair states that “In democratic political systems, the media functions both as transmitters of political communication which originates the media organisation itself, and as senders of political messages constructed by journalists.”

Therefore, in this unit learners will be expected to gain insights into how the content of political communication leads to changes in journalism as we know it today. Learners will become familiar with how the contribution of media and communication effect the citizens’ perception, knowledge and understanding of political issues and political social groups. This effect is also soon in the citizens’ participation in the political arena and their electoral behaviour.

The learners will be expected to attain deeper knowledge on how the media covers political issues in terms of visibility of issues, actors, tone of news and news framing, such as immigration, religion, extremist, populist parties, politicians and European integration. Learners will also delve into the legal and financial context of journalism as well as on new forms of interactive and participatory journalism, not excluding the online modes of political communication which provide alternatives to institutionalised journalism such as citizen journalism, blogs, and the use of social network media by political actors in our space and time.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify the open or hidden agenda in the various reporting media locally and internationally.*
2. *Use political communication to shape the public’s opinion and set the agenda of own organisation.*
3. *Produce a report on a current controversial issue and present the agenda instructed in an impartial and objective manner.*
4. *Evaluate critically own report and that of own peers to establish if message intended came across correctly.*

Law and Ethics in Broadcast Journalism

Unit level (MQF): 5

Credits: 6

Unit Description

This unit will help learners understand the legal and statutory obligations of the journalism profession. Good journalism is the cornerstone of a democratic society. This unit will focus on both printed press as well as the broadcast medium. With regards to the printing press learners will look at Article 10 of the European Convention on Human Rights assuring Freedom of Speech as well as the press act.

Learners will not only look at regulatory obligations but also at the recommended code of practice in cases such as reporting crime or suicide and reporting children or people with disability. This study unit will also look at the local and other European broadcasting laws, the role of the broadcasting authority and also delve into the controversial issue of why is broadcast media more heavily regulated than the printed press? This study unit will also look at the limitations and restrictions to freedom of expression. Learners will also look at the European Convention on Trans Frontier Television.

Morality in journalism is equally as important as legislation. As such learners will explore the foundations of moral reasoning and apply ethical responsibilities in communicating and reporting. Learners will be exposed to various historical schools of thoughts such as ethics Aristotle's mean theory, Deontological ethics, Mill's principal of utility, Rawl's Veil of Ignorance and those based on Judeo-Christian obligations and Potter's box of morality. Learners will also be made aware of the Malta Press Club's and the Society of Professional Journalists' Code of Ethics. Learners will also look into the importance of free press, truth telling and accuracy.

Furthermore, this unit will also explore issues such as protection of sources and privacy rights. This study unit will analyse the current and comprehensive reporting which is most relevant. Case studies of judicial opinions, statutory enactments, and regulatory controversies affecting speech throughout print, broadcast, cable and Internet media; will be debated, ranging from the laws of libel and privacy to the regulation of advertising and telecommunications. In addition, learners will also examine the issues that are shaping Malta's legal system and the future of media content.

Learners will be given an overview of the Legislation that has a direct impact on the work of journalists as well as case studies of rulings taken by the Broadcasting Authority. Finally, learners will be able to conduct a script reporting analysis.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Research and identify broadcasting ethics and legislation that have direct impact on the work of journalists.*
2. *Evaluate case studies of real-life media products with rulings taken by the local broadcasting authority.*
3. *Assess ethical issues in journalism practice and discuss the role of the local broadcasting authority.*
4. *Analyse critically journalistic script writing in-line with the local broadcasting ethics and legislation.*

Understanding the Audience

Unit level (MQF): 6

Credits: 6

Unit Description

This study unit will attempt to engage with one of the most important elements in subjects related to media; the audience. The unit will raise important questions about media consumption. Why do audiences choose to consume the respective media product, how do they prefer getting the information directed towards them, what do they expect from media houses and how do they process the product in question? What sociological and psychological elements come into play with regards to audience perception?

This study unit will attempt to understand and conceptualise the relationship between the media and audiences. The theoretical underpinnings of this study unit will be Audience Theory which attempts to understand what the audience wants and needs. The learners will look at the different models branching out from such theory such as the Effects or Hypodermic Model, the Use and Gratification Model, the two-step model as well as the Reception Theory. All of these will be analysed in relation to journalism features, reports and other practical examples. The aim is to look at media and audiences through a fluid relationship where both parties affect and are affected by each other.

The study unit will also hold a practical component where learners will apply the theoretical knowledge, this can be achieved through focus groups organised with the general public and surveys looking into what people believe are the crucial issues and what they expect media houses to cover.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Evaluate the reasons a particular audience reacts to particular media products.*
2. *Apply key concepts of audience theory to a selected audience of own choice.*
3. *Analyse critically the impacts of news from an audience perspective.*
4. *Present final outcomes of own research including own evaluation of the process and self-reflection.*

Journalism Skills

Unit level (MQF): 6

Credits: 6

Unit Description

The more time passes, the more complex the art and profession of news journalism becomes. The intricate situations that a journalist will find oneself in especially when reporting news stories can be various. Also a journalist need to have the following: a sense of curiosity, accuracy, can handle stress and conflict, can be neutral and go beyond personal opinion and on top of that, have good management skills.

This unit will give the learner the opportunity to obtain; broad and general knowledge in journalism news practice, good social skills, team spirit and good news judgement. Learners will have the opportunity to understand the need to be up to date with current events, select information based on reliability, as well as analyse and synthesize large amounts of data and interpret statistical data and graphics. In addition, learners need to make contacts and develop sources, evaluate news with a historical perspective, be good at storytelling, write in fluent style and have the ability to tell stories with design and visuals.

To complement this, learners need to understand photography and be able to make good use of smartphones and tablets at the spur of a moment.

Therefore, to successfully achieve this study unit learners will be expected to gain insights into how journalists define news and construct news stories; explore the various genres of journalistic writing through practical exercises and create a marketable piece of journalistic writing up to script level.

To be able to achieve these targets, this study unit will be split into three segments equally. The first will be coaching the learners in communication skills, interviewing skills, interpersonal and intrapersonal skills. The second segment will be observing, documenting and analysing on of the following networks: CNN, BBC, Al Jazeera, RAI, Sky News, NBC, CNBC **for 40 hours**. The third and final segment will be twinning with an established journalist in the broadcast, digital or printed media work on a story assigned to him/her by the established journalist.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the personal set of skills and competences required in broadcast journalism.*
2. *Analyse news on a local or international broadcast network of own choice and document it.*
3. *Research, develop and produce a news bulletin for a local or international selected audience.*
4. *Collaborate with an established journalist to produce work on a story assigned by the respective journalist.*

Journalism Studies

Unit level (MQF): 6

Credits: 6

Unit Description

As news outlets continue to face budget cuts and diminishing resources newsrooms are becoming increasingly dependent on global news agencies. News companies are becoming increasingly interconnected with the world and its complex issues particularly through new, fast developing media such as citizen journalist bloggers and social media which are proving to be a fast, quick and easy way to access to information.

The blog sphere and citizen journalists in particular can offer a wealth of knowledge and information. This study unit will look into this changing nature of the media and help learners understand how to process this new reality. Learners will look into the different use of social media, understand its positive attributes whilst also understanding the difficulties that it brings with it, such as verification and attribution.

The unit will also look into the importance of a mixed method approach which uses a wide variety of sources such as official and unofficial sources, blogs, social media, whistle-blowers and also hard to verify information such as Wikileaks. Learners will also look into big issues such as access to information and the consequences of social hegemony. In addition, learners will also cover issues such as framing and the agenda setting power of news outlets in a bid to understand the role international news agencies play in today's society.

Learners will also need to evaluate different media genres, their narratives and conventions. They will also become familiar with the ideological setup, ethos, structures and methods of various news agencies and networks. Some of the networks covered are: BBC, Rai, Skynews, CNN, NBC, Al Jazeera, France 24, Euronews, Times of Malta, RTK, PBS, ONE, NET, The Wall Street Journal, the Sun, The Guardian, Malta Today, Le Monde Reuters, Associated Press and many others.

Learners will also be expected to produce a high quality news report using multiple sources which are duly verified and accredited. Furthermore, they will be expected to suggest ways in which the story can be followed up beyond the first day headline.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Evaluate foreign news reporting narratives from a wide range of sources.*
2. *Examine the role of an international news reporting institution in today's society.*
3. *Produce a news report of high interest for public viewing.*
4. *Identify various news reporting agencies by their ideological set up.*

Multimedia Journalism

Unit level (MQF): 5

Credits: 6

Unit Description

“...the journalist of the future is a reporter, a video journalist, a photo-journalist, audio journalist and interactive designer, all-in-one. They shoot and edit films, audio slideshows, podcasts, vodcasts, blogs, and longer articles. They may have one specialism out of those, but can go somewhere and cover a story in a multitude of platforms.” (Westbrook, 2009).

The journalist of the future, is also the journalist of the present, following the significant technological developments in the first years of the last millennial and the convergence within and between different organisations. The journalist of today, who is in touch with the changing environment and audiences, has to be able to work confidently in a range of different media. Employers are increasingly on the lookout for journalist who have strong digital skills and an understanding of storytelling across different platforms. Multimedia journalists are asked to master different media and adapt the style to the different types of reporting, different brand loyalties (being organisation branding or personal branding for freelance journalists). Journalists have to adapt their stories not only to be used on multiple media but also within a single medium and across different platforms such as Twitter, Facebook, Blogs, Flickr and youtube.

This unit will explore the various use of multimedia such as case studies, curation of audience generated content, explaining complex features such as census or statistics, creating interactivity and adding clarity amongst others.

Learners will also be introduced to influencing theories such as diffusion of innovation, gatekeepers’ studies, sociology of the newsroom, social systems theory, cultural theory, actor network theory and multimedia logic. They will also be given the chance to explore cross media production techniques, emphasizing on digital storytelling using text, graphics, audio, video, and the Web.

In this unit learners will understand in depth more complex techniques of: news gathering, interviewing, and writing for an audience. As well as become familiar with gathering and writing news using pictures and graphics, write and transcribe shorthand and enhance their research skills.

The main task for this unit will be to develop a story and reproduce it through specific characteristics, story boards, story line in different formats, namely for TV, radio,

magazine, newspaper, the Web and social media (Facebook and Twitter). This will be followed by a critical analysis of the produced work in the form of workshops.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the cross-media production theories and techniques to work as a journalist.*
2. *Produce a news story concept using a wide range of media tools.*
3. *Create a news feature for various media platforms.*
4. *Analyse the impact of own production and the way it interacted with an audience.*

Radio News Production

Unit level (MQF): 5

Credits: 3

Unit Description

This unit is intended for learners interested in gaining hands on experience in radio news production. Learners will be encouraged to investigate the different roles and skills of a news team and the different stages a story goes through before being broadcasted, from research to newsroom conference, bulletin and final debrief.

By the end of this unit learners will be able to research and pitch a news item or radio programme to the editor and journalists. They will then be equipped with the skills to prepare and produce a chosen news item from choice of story, discussion with peers and colleagues, production and broadcasting. For each story learners will learn how to develop a portfolio of information that will be wrapped up by the essential skills experienced when working on real-live projects, as well as studying key themes and issues in radio production.

Learners will be encouraged to experience Radio production, feature-making, documentaries, current affairs programming and on-air news by learning from industry practitioners, in a realistic Radio broadcast environment. Hence learners will develop production skills, gain on-air experience and explore ideas for creative projects.

Learners will spend **12 hours** of observation in a Radio Newsroom where they will fill an observation sheet which includes observation on team dynamics, priority of story, how research is done and how scripting is done.

In addition to 12 hours' observation of at least one Radio station control room and 20 hours of basic techniques in editing and recording for Radio. Learners will also benefit from an orientation visit to at least 3 Radio stations.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify the roles within a radio news team production and the skills required for such roles.*
2. *Outline the various stages of a news story when written for Radio.*
3. *Research and discuss a news items of own choice to produce in a real broadcast environment.*
4. *Pitch, prepare and produce a news item of own choice to broadcast in a real broadcast environment.*

Television News Production

Unit level (MQF): 5

Credits: 3

Unit Description

This unit is intended for learners focused on the practical demands of news production. Learners will be encouraged to investigate the roles and skills of a news team. The unit will put emphasis on gaining an awareness of the various stages through which a news story travels, from newsroom conference to bulletin and final debrief.

By the end of this unit learners will be able to prepare news for TV items from choice of story, discussion with editor and journalists to actual production. For each story you will learn how to develop a portfolio of information that will be wrapped up by essential skills as one requires when working on real-live projects, as well as studying key themes and issues in relation to TV production.

Learners will be encouraged to experience TV production, feature-making and on-air news by learning from industry practitioners, in a realistic TV broadcast environment, developing production skills, gaining on-air experience and explore ideas for creative projects.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Determine the different roles within a news team and the dominant skills required for TV news production.*
2. *Explain the various stages a news story goes through in a TV news room.*
3. *Appraise the process of TV news production, feature-making and on-air news in a real broadcast environment.*
4. *Produce news for TV from any news story or feature of own choice.*

Pitch, Produce & Publish: Creating Modern Magazines

Unit level (MQF): 5

Credits: 6

Unit Description

A great story is what everyone loves. It starts with pen and paper, but that's rarely where it ends up. The way people access editorial content has changed, as has publishing media. Editorial can be defined as a form of visual journalism; an editorial publication, whether for print or online, its aim is to educate, inform, or a combination of these but above all it aims to communicate a message. The majority of editorial work aims to communicate a story through carefully planned organisation and a calculated presentation of visuals and words - curated storytelling!

This is a knowledge and skills based unit that introduces learners to how magazines are another media platform for a journalist to communicate information. Learners will learn how magazines are relevant as a contemporary medium for disseminating knowledge through print and digital means. In this unit learners will have the opportunity to learn what a magazine reporter needs to undertake in order to publish a magazine. A magazine reporter writes features, stories and columns for magazines. They interview people and turn their interviews into compelling stories for their readers.

The objective is to train learners, who are prospective journalists, in the areas of writing, reporting, editing, web, graphic design, proofreading, research and communications. This study unit will also link up with web innovation; political affairs; sports reporting; new media business; travel writing; designing interactivity; poll design; and photography. Therefore, learners will learn to produce content for on-line and print magazines. While the duties of a magazine reporter vary, they must follow and adhere to deadlines, pitch story ideas to their editor, cultivate sources and facts and update constantly and manage the design process in a team through a flat plan. Also, magazine journalists must have very sophisticated and well developed interviewing skills.

In this unit, a collaborative process is encouraged in the creation of concept and content for the production and publishing of an editorial project consisting of front and back pages, contents and editorial page as well as adverts.

From creation to presentation, publishing to distribution the learners will turn stories into editorial experiences. The complex task of creating and distributing original content needs to be simplified and contained within this unit's parameters.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Investigate trends, technologies and audiences in editorial design and publishing.*
2. *Interact effectively with own team to plan the editorial process.*
3. *Pitch a concept of contemporary relevance to a given context.*
4. *Produce and publish an editorial project from concept to content creation and gathering, organization and design.*

Research Methods within a Research Project in Placement

Unit level (MQF): 5

Credits: 6

Unit Description

Media goes beyond the use of technology; media enables us to develop our very own artistic language, be it through a magazine, a collection of photograph, documentary or a series of contemporary art pieces. Media can channel our creativity, giving a voice to our thoughts and imagination, it can help us create and communicate.

This practice based unit aims at giving learners the possibility of developing such a creative voice. It encourages learners to explore and expand their own creative and artistic practice. The unit encourages learners to make creative decisions through research and experimentation in their medium of choice, in order to help one establish his/her own creative process and develop as a contemporary professional in the field. This unit will help learners develop critical awareness of current practices in the journalism industry and equip themselves with the intellectual tools, understandings and techniques to deal with complex issues in order to improve personal work and practices.

Learners will undertake a self-commissioned journalism project intended to help them develop the ability to use moving image or photography to articulate imaginative, experimental and creative responses to their experience. Practical and technical skills will be developed as learners will experiment with the medium of own choice, however the emphasis of this unit is to extend practical and conceptual visual language and to help learners understand that media is not just a technical medium but also an artistic one.

Learners will also document their journey using a journal. This will help them evaluate and reflect progressively on the project. Discussion groups and practical activities will enable learners to reflect on their ideas, and process them through their visual work.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Use research to create a self-commissioned journalism project.*
2. *Pitch, present and develop a self-commissioned journalism related personal project.*
3. *Produce the journalism self-commissioned project based on own pitch.*

- Evaluate the creative process and final outcome of own journalism personal project.*

Journalism, Politics, Society & Institutional Set-up

Unit level (MQF): 5

Credits: 6

Unit Description

This knowledge and skills based unit introduces the learner to the way our communities are organized.

Learners will learn how our society is organized, what are the main institutional set-ups and in what way each institution creates its checks and balances. It is also important that journalists understand the complex ways in which these institutions function.

Learners will be expected to research and understand how an institution works by visiting the institution in question, see the structure, understand the way it is organized and speak with the people who manage them. Learners will also be given basic knowledge about how the local political scene has evolved, how the local journalistic scene has developed and the characteristics that make up our society.

A proactive approach is of essence in this study module. Learners will be asked to interview journalists, sociologist and politicians to gain an experiential learning experience of the way these areas have developed and their relationship with the social demands. Hence learners will be encouraged to follow parliamentary debates and create dummy news features about the topics being discussed.

As a final project for this study, unit learners will be expected to choose a locality in Malta or Gozo and create a community profile, the way a particular community is structured, the political involvement on such communities and the way people live and interact with each other, the involvement of the institutions and the way it all comes together.

Learning Outcomes

On completion of this unit the learner will be able to:

1. *Understand from a journalist's point of view the complex way in which institutions function and check and balance themselves.*

2. *Outline how social institutions such as the government and Non Governmental organizations work, the way they are organized and their management policies from a journalistic point of view.*
3. *Examine the way social institutions have developed in view of their relationship with social demands from a journalism point of view.*
4. *Evaluate from a journalist perspective a particular community to determine its structure, political involvement and the way people live and interact with each other.*

The Role of Psychology in Journalism

Unit level (MQF): 6

Credits: 6

Unit Description

Psychology is the scientific discipline that involves studying the human behaviors and mental functions. Journalism is a social and cultural phenomenon that is interested in and requires a rich experience in mostly Social Psychology. Journalism is a perfect example that influences the psychological behavior of people through mass media. In the world we are living, Journalism, which is distributed through various channels of mass media, is both affecting our psychological behavior both directly and indirectly. Journalism is also part of the mass media effect, which naturally infiltrates in our daily life.

Audiences are conditioned by their exposure to mass media; every day, with new technologies and improvement one must identify psychological patterns of human attitude and behavior in multicultural media. Psychological manipulations in the media have actually no limits, but irrational actions can be limited to an ethical, moral or legal framework. The impact of journalism is becoming stronger, and it is broadening its reach and boundaries as years go by.

This discipline binds in closely to journalism because journalism involves dealing with people and their stories. The Journalist needs to master basic psychological skills that will help him/her to assess people and situations in a psychological and ethical manner. Understanding people, will allow journalists to better know what topics to write about, to take decisions and to assess the nature and context of various topics and issues. Through proper skills and experience the Journalist will gain the ability to assess a person's behavior.

Theories of journalism hinge on many assumptions of social psychology and personality psychology: the most important factor is the understanding of a personality, formation of targets and norms, values, leadership problems, conformism, identification and other less general problems such as psychology of feelings and mass moods.

In addition to the above, this unit will introduce learners to the psychological effects of exposure in Journalism. Learners will study the conflicts and psychological effects through the content analysis of in-depth interviews with a group of loyal professional Journalists and Psychologists from a diverse socio and economic backgrounds.

Learners will also learn how to deal with the psychological effects that will have on his/her own personality. The learner will learn methods of behavior in order to distance him self from the situation whilst handling each case in a sensitive manner.

Learning Outcomes

On completion of this unit the student will be able to:

- 1. Carry out research to collect journalism accounts which deal with ethical and psychological issues, both on the readers and on journalists.*
- 2. Pitch own proposal of a journalistic account of a pre-chosen project related to a psychological issue.*
- 3. Produce a proposed psycho-social journalism account according to industrial standards.*
- 4. Evaluate critically the process of own psych-social journalism project highlighting the psychological effects on own self and the audience.*

Language and Journalism

Unit level (MQF): 6

Credits: 6

Unit Description

The study of language on its own is a vast topic. Language can be studied from various angles: linguistics, sociolinguistics, discourse analysis, semiotics, communication studies, sociology and social psychology.

The language of journalism is an intriguing field to study. The language used in journalism is a communicative method that has to communicate not only to individuals but also to the masses. Although journalists may have a particular niche or target audience, they still have a vast audience/readership that will need to understand the facts/information clearly. Language in journalism is not only what is said or written, it is also what is not said, like the use of pictures, footage, music, graphics, attitude, genre and writing style and also pauses.

Language is a fundamental tool that journalists need to make good use of. With the appropriate use of language, the recipient will receive enough information to form an opinion and understand the facts. Ideally not to leave any space for mixed interpretations and misunderstandings. The role of journalists is to produce and report their journalistic pieces and deliver news. Language has to be chosen according to the genre of the story, medium, audience, society and outcome. Journalist can also communicate through the 'media language'. The "Media Language" is the formation of the whole story in a context (written or vision or sound) with the medium.

Language has significant ranges of linguistic practices happening with the journalism areas, being particular niches like magazines, newspaper and broadcast journalism and lastly formed online news, all of which have their own language jargon and genre.

Whether the journalistic purpose is writing for newspapers, magazines or social media, all categories of publicists have the fundamental mission to learn and practice their language. Language should be taken seriously, every word every sentence every pause. All linguistic components, news editing, written text and discourse, have to be given attention to avoid misunderstandings.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Investigate the use of language as used by journalists in the local context depending on style and medium.*
2. *Create a proposal for a journalistic based project on language and perception in collaboration with a journalism sector.*
3. *Produce proposed proposal ensuring relevance to language within the decided context and medium.*
4. *Evaluate critically the journalistic piece produced and discuss relevance of the language in different scenarios.*

Free Speech and Censorship

Unit level (MQF): 6

Credits: 6

Unit Description

Today, censorship is one of the most difficult tasks to achieve. Internet and Freedom of speech have taken its toll and made information difficult to suppress, and easy to diffuse. Freedom of Speech and Censorship are two ideologies that oppose each other in all forms and matter. As every ideology, both far ends lead to commotion and blurred realities. Freedom of speech is a tool that if not used properly, can lead to a lot of harm.

The Lisbon Treaty (Article 49) required any country joining the EU to endorse and guarantee freedom of expression as a basic human right. Freedom of speech and press are essential for Democracy.

Freedom of speech and censorship come with rights and responsibilities. There is an essential connection between freedom of speech and freedom of the press. Freedom of speech is a basic right that is entitled to a democracy. However, freedom of the press can conflict with other needs or freedoms. This right of freedom of press is not only enabling distribution of information but also to pursue, obtain and divulge.

Freedom of speech is a tool that journalists need to use, as the most ethical levels, as free press can serve as a “watchdog” on behalf of the public’s concerns. It is a fundamental right that gives the journalist the right to inform the truth, declare the truth towards the public. This right excels the responsibility of the journalist towards the public over responsibilities, over the employers and public authorities. Duties of the journalist are to keep the public informed of facts.

A journalist however, can respect these duties while exercising his profession only if conditions of independence and professional dignity effectively exist. This is the object of the following declaration of rights. The truth is a basic obligation that a journalist is responsible for.

Freedom of speech can be restricted if the information is regarded as hate speech and provocation. It can also be restricted in order to protect specific public interests, rights or reputations of others. These restrictions can be found in the country’s laws. Restricting freedom of press, beyond these categories will only censor the journalist and refrain him from his/her duties as journalist.

This unit will go through the process of history from dictatorship and Censorship, to democracy and freedom of expression. In this way students will appreciate the power

of freedom, and the cost society has paid to achieve it. The students will need to understand the ethical issues, and boundaries that come along with freedom of speech, and the sensitivity blurred boundaries it involves.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Conduct research on historical accounts of the evolution from censorship to freedom of speech.*
2. *Evaluate and investigate the ethical code to scenarios from freedom of expression and censorship issues within the area of journalism.*
3. *Produce a journalistic task, on a particular topic that touches the boundaries of freedom of speech.*
4. *Evaluate the short comings and consequences that freedom of speech entails in journalism.*

Discourse Analysis - “Seeing beyond the news”

Unit level (MQF): 6

Credits: 6

Unit Description

This unit aims to give learners an opportunity to be exposed to the journalistic tools used in understanding the implications of discourse analysis.

The primary objective is for the learner to master activate conversation and discourse analysis and understand how the role of these techniques play within the context of modern journalistic practice. This unit, will enable learners to collect extended samples of discourses occurring in differing situations across differing media, whether spoken, written, digital or a blended multimodal and to analyse the themes, issues and notions that emanate throughout the work. Learners will be able to develop an understanding of how specific word use, body language and good follow up questions, comments and reactions contribute, explicitly or implicitly, to shape and understand where the agenda of any interview is heading.

In this unit, learners will select one 30-minute interview from television, one 30-minute interview from radio and one double spread written interview *. Learners are expected to analyse amongst other elements, the agenda, the highlights of the interview, the best two questions and the best follow up questions, expressions, facial movements, pauses and their applicability/impact on what is being said, as well as the strengths and weaknesses of the journalists’ use of language. All of this needs to be done within a context of the discourse and conversation analysis techniques discussed in classroom sessions.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Identify the tools used in discourse analysis.*
2. *Describe the different discourse analysis techniques occurring in different situations across different media platforms.*
3. *Determine how discourse techniques can influence where a journalistic agenda is heading.*
4. *Analyse the impacts of discourse techniques in a journalistic context.*

Research Methods in Journalism

Unit level (MQF): 5

Credits: 6

Unit Description

Within the past few years we have seen a steady decline in the news industry, while ironically there has been a great increase in journalism research which has brought about the emergence of specific journals and divisions within research associations. During this time period there has been a good deal of theorizing about changes in the journalistic profession, professional norms and routines, and on the role of journalism in society.

While journalism theory has indeed been advanced, the same can unfortunately not be said about methodologies used in journalism research. Instead, the traditional concepts of sender, channel, message and receiver are still the most common starting points for much journalism research. This also holds true for most research on digital and online journalism, despite the many methodological challenges that follow from the characteristics of digital media and digital journalism.

In order to assess contemporary journalism properly, we think that research methods must be assessed, adjusted, redesigned and perhaps even invented.

Within this unit learners will explore and become familiar with the aspect of methodology and understand the differences between qualitative and quantitative research methods. Understanding research methodologies will assist on revealing potential strengths and weaknesses in every study the journalist might be tackling. This overview of method is followed by a discussion of operationalisation of concepts, descriptive data aggregates, sampling methods, survey designs and an introduction to inference.

Learners will become familiar with developing the research question(s), formulating the hypotheses of their study, selecting participants and instruments.

Moreover, they will explore the various designs that are used in quantitative research such as surveys and qualitative research such as interviews, focus groups. During these sessions learners will learn how to select the appropriate research design depending on the area they wish to study and the analysis that is required for each set of data that quantitative or qualitative. A great emphasis is also given to the ethical issues in research methods.

The main task for this unit is to develop a news story through specific characteristics, story boards, in-depth research of specific cases through the use of different methodologies. Namely for TV, radio, magazine newspaper, the Web and social media

such as Facebook and Twitter. This will be followed by a critical analysis of the produced work in the form of workshops.

Learning Outcomes

On completion of this unit the student will be able to:

1. *Understand the issues involved in the design of research in the field of communication.*
2. *Recognise the strengths and weaknesses of different research methodologies.*
3. *Determine which research methodologies should be applied to a variety of journalism research questions.*
4. *Create a news feature for various media platforms based upon a specific research methodology.*