

BROADCAST JOURNALISM TRAINING COUNCIL

ACCREDITATION CRITERIA AND PROCEDURES

FOR

FIRST AND HIGHER DEGREES

With effect from January 2006

Contents Page

<i>Prologue</i>	<i>p. 3-5</i>
<i>Section One: The Accreditation Categories</i>	<i>p. 6</i>
1.1 Single Discipline Courses	
1.2 Multi Media Courses	
<i>Section Two: The Accreditation Process</i>	<i>p.7-8</i>
2.1 The Advisory Process	
2.2 Eligibility	
2.3 "Accreditation Pending"	
2.4 First Accreditation	
2.5 Second Accreditation Visits and Subsequent Renewals	
2.6 Interim Accreditation Visits	
2.7 Relegation	
2.8 Requirements of Visiting Panels	
<i>Section Three: Minimum Delivery Standards</i>	<i>p.9-10</i>
3.1 Recruitment	
3.2 Facilities and Equipment	
3.3 Staffing	
3.4 External Examiners	
<i>Section Four: Essential Content Elements</i>	<i>p.11-15</i>
4.1 Journalism Skills	
4.2 Journalism Knowledge: Law, Regulation and Ethics	
4.3 Journalism Knowledge: British Politics and the Administrative System	
4.4 Voice Training	
4.5 Key Technical Skills	
4.6 Placement for Work Experience	
4.7 A Masters in Journalism	
<i>Section Five: Desirable Course Elements</i>	<i>p.16</i>
<i>Section Six: Assessment Requirements</i>	<i>p.17</i>
<i>Section Seven: Additional Requirements for Radio Journalism</i>	<i>p.18-19</i>
7.1 Radio Training Outcomes	
7.2 Radio Training Activities	
7.3 Note for Radio as a Minor element	
7.4 Radio Requirements for Technical Facilities	

Section Eight: Additional Requirements for TV/Video Journalism ***p.20-21***

- 8.1 TV/Video Training Outcomes
- 8.2 TV/Video Training Activities
- 8.3 Note for Single Discipline TV/Video Journalism Courses
- 8.4 Note for TV/Video Journalism as a Minor element
- 8.5 TV/Video Requirements for Technical Facilities

Section Nine: Additional Requirements for Online Journalism ***p.22-23***

- 9.1 Online Training Outcomes
- 9.2 Online Training Activities
- 9.3 Note for Online as a Minor element
- 9.4 Online Requirements for Technical Facilities

Appendix One: Fees Structures ***p.24***

Appendix Two: Acceptable Broadcast Standards ***p.25-26***

Appendix Three: Advisory Note regarding the Recruitment and Training of International Students ***p.27***

PROLOGUE

The Broadcast Journalism Training Council (BJTC) originally developed its guidelines for course providers seeking professional accreditation in a period when the environments of broadcasting and of vocational training and education were more stable, simpler and less crowded. Today, by comparison, the BJTC operates as a central body, liaising between the education sectors, the industry and the regulatory bodies, in the formulation and monitoring of standards in broadcast journalism training. The Council must nowadays address a landscape simultaneously characterised by

..... a government requirement that industry provision of broadcast training be publicly regulated and overseen by the Broadcast Training Skills Regulator, a sub-unit of Ofcom.

..... a government requirement that, for the media industries in general, the specification of appropriate vocational achievements (the National Occupational Standards, or NOS) be the remit of the industry training body, Skillset, in partnership with the industries.

Skillset has accepted the BJTC as its adviser with regard to broadcast journalism training, and the Council is active in the specification of appropriate NOS (1)

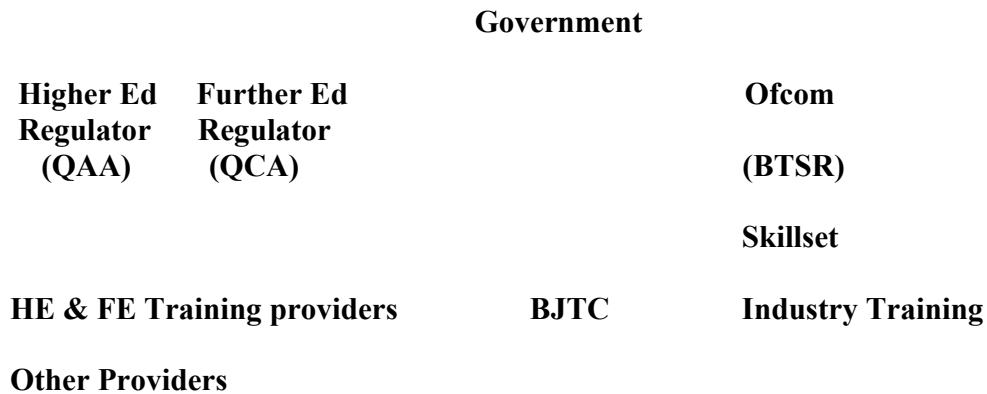
..... government policy that publicly funded vocational training be developed and administered within a National Qualifications Framework for Achievement, one major device of which is the NOS.

..... regulatory initiatives to ensure the greater transparency and accountability of education and training in the higher and further education sectors.

The combined impact of these government-led changes contributes to the emergence of a more formally assessed and demarcated training regime within which, with regard specifically to broadcast journalism training, the BJTC is playing a central role, as the diagram below attempts to reflect.

(1) *The National Occupational Standards for broadcast journalism are in process of enhancement and augmentation. But, in their present state, they can be viewed at the Skillset website, www.skillset.org.*

Diagram: The Broadcast Journalism Training Council in its Institutional Connections



Simultaneously with the emergence of a more formal and rigorous vocational training regime has been

.....*a great increase in the number of broadcast journalism training programmes seeking accreditation.* This reflects the present popularity of media-related studies and media career outcomes among today's students;

.....*an increase in the multiplicity of different forms of broadcast journalism training provision seeking accreditation.* Although at present the greater part of the provision is based within the higher education sector, employer-based provision is increasingly significant.

The combined impact of these various environmental factors is to require a wider range, greater rigour and higher degree of specification in the accreditation criteria applied by the BJTC. Thus far, the BJTC criteria have been fashioned so as to secure simultaneously the compatibility and expression of the requirements of both employers and the QAA. Until such time as the educational arrangements for the public funding of vocational training are clearer, this will continue to be the case. But, even on that basis, the criteria have needed revision because it is apparent that the requirements of the principal broadcast journalism employers are changing (and can be expected to continue to change).

At present, the BJTC is also preparing criteria and procedures appropriate to the accreditation of employer training, and it is advising Skillset on the improvement of existing NOS, the creation of new ones, and the development of an accreditation approach appropriate to the needs of Skillset's Foundation Degree in Broadcasting and Journalism, and to other related forms of provision for the 14-19 year old cohorts.

For the time being what is elucidated in the present document addresses only the ‘traditional’ broadcast journalism training programmes offered in the higher education sector as first or higher degrees. These BJTC criteria and procedures relate to the identification of a single standard at whatever degree level the training is delivered. This is a national standard developed within the UK context but it is potentially applicable and replicable beyond the UK.

With regard to his type of provision, the Council does not wish to be overly prescriptive in the character of the broadcast journalism degree or diploma. Rather it wishes to ensure that, whatever form each course takes, it delivers that range of essential core journalism skills, assessed to appropriate standards, as meets the demands of both the employers and the higher education regulator, the QAA. This in turn will ensure that the Council’s accreditation constitutes a widely recognised kite mark of quality in broadcast journalism education and training. Beyond that, the Council welcomes diversity and encourages each training provider to pursue distinctiveness in their broadcast journalism training provision by the addition of complementary academic and/or vocational elements. The Council regards its relationships both with industry and its accredited member courses as important potential sources of innovation and best practice and, thereby, an important resource in shared learning.

SECTION ONE – THE ACCREDITATION CATEGORIES

Single Discipline Journalism: These courses concentrate on the delivery of core journalism and broadcasting skills with a clear emphasis on one broadcast medium. The main recognised single disciplines are

- ⦿ **Radio Journalism**
- ⦿ **Television News Journalism**
- ⦿ **Television Current Affairs Journalism**
- ⦿ **Broadcast Production Journalism**
- ⦿ **Online Journalism**

Where a course includes elements of an additional broadcast medium, to the extent that they contribute to final marks, the Council will be concerned to ensure that they too are delivered to an adequate and acceptable standard. To preserve the “single discipline” status, however, these additional elements should normally represent not more than 10 per cent of final marks.

Currently the Council is taking industry advice on whether it is necessary to produce accreditation criteria which are specific to new degree provision in specialised fields of journalism such as sports and business. Until such time as our industry members indicate to the contrary, the Council will judge specialised journalism degrees on the criteria hereby elaborated for Essential Content plus those for either Radio, Television and/or Online. But in addition the Council will expect to see that specialised journalism training is characterised by dedicated contact books, workshop exercises, artefact productions, essential specialist knowledge and work placements appropriate to the specialist field.

Multi Media Journalism: These courses offer tuition and training in core journalism skills and their application to a combination of two or more media. (Note that non-broadcast elements may be accredited by other bodies, such as the National Council for the Training of Journalists and the Periodicals Training Council).

The Council will wish to ensure that the respective media elements are taught to the same standard as courses accredited for single media, and that they are taught and assessed in roughly equal weight.

It should be a feature of multi media courses that students have the opportunity to develop and demonstrate competences specific to the combination or convergence of the different media, as reflective of industry practices.

Advisory Note: At this point in time, the BJTC criteria for accreditation reflect the principal media of broadcasting (i.e. television and radio) plus the newcomer of on-line. It must be expected however that technological and organisational developments will render this basis for discrimination less and less relevant. It is anticipated that professional journalists increasingly will be expected to have the competences for multi-platform authoring. To get a sense of what these competences will include, training providers are encouraged to read the Section 9 specification of particular requirements for on-line journalism.

SECTION TWO – THE ACCREDITATION PROCESS

2.1 .The Advisory Process: The Council offers informal advisory and consultancy sessions, particularly during the development stages of a course, to ensure a smooth transition to full accreditation. The Accreditation Secretary will recommend a first accreditation visit once it is mutually agreed that the course is ready for such consideration.

2.2.Eligibility: No course may be considered for full accreditation until six months after at least one full cohort has completed it, and had sufficient opportunity to find employment. Thus, in the case of a 3-year degree, no accreditation will take place until three and a half years after its launch.

2.3. "Accreditation pending": Those courses still awaiting their first employment returns may be publicly designated as "accreditation pending", if the advisory panel believes that, in all respects, the course is likely to meet the accreditation criteria. During the pending period, the course will be subject to at least one advisory visit to ensure satisfactory progress. [A fee will be charged for such a visit, as specified in Appendix 1.]

2.4. First Accreditation: When these preconditions have been met, the course will receive a first full Accreditation Visit at which the Council will be represented by three members. Subject to satisfactory performance, the Council will grant the course full accreditation for an initial period of one year. [A fee will be charged for such this visit, as specified in Appendix 1.]

2.5. Second Accreditation Visits and Subsequent Renewals: Accreditation will, subject to satisfactory performance, be confirmed and extended for a further three years. The re-accreditation process normally follows a 3-year cycle but, where the Accreditation Panel have reservations, they can recommend shorter periods of one or two years. The Panel will make explicit their reservations and the action they wish to see taken by the course providers.

2.6 Interim Accreditation Visits: The Council will make interim accreditation visits in the following circumstances...

-when there are significant changes to course personnel (notably the appointment of a new course leader)
-when there are substantial material changes in the delivery of a course
-when there is a change in the course accreditation category
-when there is a significant increase in course numbers as defined in Section 3.3 below
-when there have been significant changes in course equipment, accommodation and/or a move to new premises

2.7. Relegation: When the institution is unable to demonstrate the continued provision of adequate tuition, assessment, staffing, facilities, etcetera, the accredited course will revert to advisory status and be so entered on the BJTC website and other publications. Subsequent BJTC visits, advisory or for re-accreditation, will incur the appropriate fee [as specified in Appendix 1].

2.8. Requirements of Visiting Panels: Visiting Panels will expect to have made available to them, in advance of the actual visit, the following....

-full course documentation, including the Student Handbook and/or Module Descriptions
-itemisation of technical resources and facilities
-specification of staff, including guest editors, visiting lecturers, speakers and technical support workers or demonstrators, and External Examiner/s
-a profile of student achievements, both academic and in terms of employment outcomes
-a representative range of artefacts produced by current and/or immediately previous cohorts of students.
-a summary report prepared by the course leader addressing such issues as teaching quality standards assessments, any significant course changes or developments, and offering an analysis of recruitment in terms of numbers and demographics (2).
- a copy of the most recent report/s of the External Examiner/s

In addition, the Accreditation Panel will wish to meet with key staff and, in private session, with students. The Panel will wish also to observe a news-day in operation, and have the opportunity to witness feedback given to the students by supervising staff.

(2) Demographic analysis of applicants, those receiving offers and those ultimately enrolling in terms of ethnicity is vital to the formulation and promotion of policies and practices to ensure fair demographic representation among the broadcast journalism workforce. For the same reason, analysis would also be welcome regarding how the student expects to finance his/her studies, and/or the proportion of offers declined for reasons of insufficient funding. Wherever possible, training providers are encouraged to provide this information to the Council where it will be evaluated against data from the principal employers.

SECTION THREE: MINIMUM DELIVERY STANDARDS

All degree (first and higher) level courses seeking accreditation, in whatever category, must reach the following minimum standards of delivery.

3.1. Recruitment: Recruitment to accredited courses must be, wherever possible, based on a face-to-face interview. Where an overseas candidate is not able to be present for interview, a British Council, its equivalent and/or a telephone interview should be conducted.

Overseas students for whom written English is not their first language, will be required to demonstrate a full command of spoken and written English. The BJTC would wish to see the applicant offer a minimum standard of 7.5 IELTS, or a reputable equivalent, across all four measures. However in practice, the standard of written and spoken English should be higher than that

The normal requirements for entry to a degree should apply to all candidates but, where a course relies upon broadcast presentation skills, the candidate's voice quality should also be assessed. **Candidates with irremediably weak voices should not be encouraged to pursue a career relying on broadcast presentation skills.**

Candidates should be able to demonstrate no fewer than three of the following desirable qualities:-

- a) Good general knowledge, especially of current affairs;
- b) Evidence of key skills such as team working, problem solving, flexibility, tenacity, lateral thinking, enthusiasm, willingness, initiative;
- c) basic competences in IT and keyboard skills;
- d) experience of broadcast production techniques such as sound and/or video recording, and editing;
- e) prior relevant experience;
- f) knowledge of the British media.

[It cannot be a criterion in recruitment selection but candidates should be advised that the journalism employers, in selecting for employment or work experience, consistently favour those applicants who have a clean driving licence.]

3.2. Facilities and Equipment: To ensure professionally adequate levels of skills acquisition, there should be...

- a) a newsroom, with telephones, TV and radio receivers, a source of raw news feed, basic reference books, contact guides, and interconnected workstations (comprehensive electronic networking within newsroom and studio environments is now commonplace in the industry);

- b) daily access to newspapers, plus a library of specialist texts;
- c) access to relevant studio facilities, editing equipment and systems, and sufficient portable audio or video recorders to meet student needs. **Any provider of an accredited course which increases, or intends to increase, its student numbers must notify the Council. The Council will wish to ensure that facilities and equipment remain adequate to meet student needs.**

3.3 Staffing: Broadcast journalism is an occupation subject to constant technical and/or organisational revision. It is therefore essential that the staff principally responsible for delivering specific professional journalism and/or technical skills should have significant (more than 4 years) and recent (not longer than 6 years ago) practical industry experience. All practitioners should be able to demonstrate their participation in professional upgrading and/or refresher activities where their academic tenure exceeds these limits.

On any accredited course, the BJTC will expect to see contributions from guests with current professional experience, as guest editors, leaders of master classes or visiting lecturers.

It is essential that there are technical personnel in sufficient number to ensure that equipment is properly and promptly maintained, and that students are sufficiently instructed and supervised in its use.

In terms of tuition and instruction in practical skills (e.g. workshops, news days, production exercises), the Council requires that accredited courses achieve a staff/student ratio of not more than 1:15 within the taught group. **Any training provider considering an increase in cohort numbers, or a reduction in staffing, must notify the Council of its intention. The Council will wish to ensure that any such change in the SSR does not adversely affect training provision.**

3.4. External Examiners: The Council regards it as desirable that at least one External Examiner appointed to the accredited course has significant professional and/or academic expertise in radio, television and/or online journalism.

SECTION FOUR: ESSENTIAL CONTENT ELEMENTS:

4.1: Journalism Skills: At the heart of journalism is the ability to recognise and tell a good story within the constraints of the law and any regulatory framework. It follows that certain elements of tuition must be regarded as essential: these are.....

- a) how to originate and develop ideas, in substantive and treatment terms, for news stories;
- b) how to write and sub copy for different news organisations, different programmes, different media, different formats, etcetera, in a manner which is accurate, fair, succinct, informative and stimulating;
- c) how to compile and work from the news diary, and contribute to forward planning;
- d) how to develop personal contacts and compile a contacts book;
- e) how to identify, assess and utilise news sources such as raw news feeds, archive material, and other media;
- f) how to undertake newsgathering, research and investigative activities;
- g) how to substantiate stories and ensure their accuracy and legal/regulatory compliance;
- h) how to interview face-to-face, by telephone, in studio and on location, live and recorded, including 2-ways;
- i) how to take notes in a form which is contemporaneous, accurate, comprehensive and legible to scrutinising authorities;
- j) how to function as an individual journalist and as a leader and a member of a team;

4.2 Journalism Knowledge: Law, Regulation and Ethics: Implied in the above is a thorough-going knowledge and ability to operate within the context of ...

- i) British legislation as it affects the practice of journalism,
- ii) the British legal and political systems as these affect stories and sources, and
- iii) contemporary ethical and regulatory constraints conditioning the performance of journalism, with attention to those instances where the broadcast regulatory framework augments legal requirements.

Adequate tuition in all of these aspects is essential and tutors responsible must be fully cognisant of the particularities of both broadcast and online law and regulation.

By the culmination of their course, students should be able to demonstrate that they have adequate knowledge of and can comply with the legal and regulatory frameworks. But, in keeping both with professional and academic standards, they should also be expected to reflect critically upon these frameworks in terms of their relationship to the journalist's social and moral responsibilities.

Law tuition should focus on the judicial system of England and Wales (with, where appropriate, due comparison with that of Scotland), and on the journalist's rights and responsibilities within that system. It should consider how the UK's membership of the European Union and the Council of Europe influences the principles and structures of the

British judicial system and legislation, as relevant to journalism. In particular, students must appreciate how the laws and legal procedures condition newsgathering, composition and dissemination, particularly as these address issues unique to the audio and audio-visual media. They should also be aware that aspects of law such as 'live' defamation and its defence; international web publication of information infringing UK Contempt of Court legislation; copyright; privacy, and data protection, are being significantly exercised and developed in the context of on-line journalism. With technological and organisational convergence in news production, legal precedents established in on-line practice can be expected to condition journalism practice more generally.

With regard to the regulatory framework, tuition must identify the principles of democracy, freedom of the press, free speech and freedom of information as these inform British broadcast regulation. It is essential that the student recognizes and can apply the prevailing in-house codes of conduct and programme guidelines of the principal broadcasters and producers.

At the same time, due attention should be paid to the contribution of government, the broadcasters and statutory or other public bodies in the formulation and application of regulatory criteria and guidelines. In that context, critical attention should be given to contemporary efforts, by OFCOM, by the broadcasters, by the National Union of Journalists and others, to define and make commitments to the achievement of social values such as cultural diversity, pluralism and fairness in representations, respect for individual privacy, service to the public interest, and so on.

4.3 Journalism Knowledge: British Politics and the Administrative System: Journalists must know how to access and disseminate government information from all levels and all departments of government. Accordingly the student must be fully informed of central and local government administrative structures, officials, political parties, the political and administrative processes, leading politicians and contemporary political issues. This should include attention to the principles and practices informing central and local government taxation and expenditures.

The student must be given the opportunity to exercise the rights, responsibilities and research practices of journalists in relation to the British political system and processes. At the same time, students should have significant scope for critical reflection on contemporary political issues, values and perceptions (such as national identity, citizenship, cultural diversity and representation, the UK's international relationships, and so on).

4.4 Voice Training: While the Council recognises that not all journalism occupations in the broadcast and online environments require excellent speaking ability, nonetheless the majority do. Accordingly, the Council requires that all accredited courses - save for those which formally negotiate their exception (most likely, on-line courses) - include the development of the voice to an acceptable broadcast standard. Experience indicates that

the minimum level of tutorial provision should be at least one hour per term or session of personal and individual tuition with an experienced voice trainer or newsreader. This should include guidance on breathing, posture, articulation, enunciation and conversational style, as well as attention to the differences in vocal delivery associated with different types of presentation.

4.5 Key Technical Skills: Further details of the technical competences to be taught within an accredited course will be found in the sections which deal specifically with the separate accreditation categories. However, where the medium is television and/or radio, instruction should be provided such that students can demonstrate high levels of technical competence in

- recording material
- editing material
- managing sound and/or lighting levels
- managing any visual images which accompany or substitute for text
- constructing an audio, audio-visual or multi-media narrative appropriate to the story
- undertaking pre-production planning (e.g. scripting the news bulletin or magazine)
- contributing to the smooth operation of the newsroom/studio
- undertaking post-production modifications or reworking of material
- IT and keyboard skills

Students undertaking on-line journalism training should be technically competent in...

-web page design
-web page construction in terms of creating reliable and easy navigation
-the building of links, filters and meta tags
-the capture and integration of stills, video, graphics and audio to their sites.

All students regardless of medium should be able to demonstrate knowledge of health and safety provisions, and should be able to demonstrate competence in undertaking risk assessments

Practical workshops should enable students to demonstrate their technical skills both in their individual capacity and as members of a team.

4.6 Placement for Work Experience: All accredited courses should provide work experience in a broadcast news or related environment for each student. Experience indicates that, to be of value, this should total no less than three weeks over the duration of the course, where at least five working days are continuous. The Council regards a period of two weeks or more continuous placement with one employer as highly desirable, but would also recommend that students have the opportunity to experience work in different media settings (e.g. commercial and public broadcasting). Exceptionally the Council will accept work experience in the form of one or 2 days per week, where this accumulates to 15 working days or more.

The Council expects all accredited courses to require a reflective report from students on their work experience, as well as structured feedback on the student's performance from the employer providing the work experience placement. (The Council acknowledges that the co-operation of employers can sometimes be difficult to secure but seeks reassurance that every effort has been made to obtain it). Where marks/credits are awarded for the work experience element of the course, the student's reflective report and the employer's structured feedback should be considered as essential. There is a consonance here of QAA and professional requirements.

The Council advises that, faced with a surfeit of applicants and in the context of heightened political and regulatory attention to contemporary standards of broadcast journalism, the principal employers have developed rigorous procedures for the selection of individuals for work experience. Accredited courses will be advised and assisted by Council in making their applications.

4.7 *A Masters in Journalism:* The Council recognises that there is often significant academic pressure on postgraduate diploma courses to enhance their provision by the addition of an MA element. The requirements of the QAA for masters degrees are that such study both enhances and demonstrates the student's capacity for critical thought, innovatory ideas, self-management and independence. Under present regulations, a masters degree is distinct from a postgraduate diploma by 60 credits. The 60 credits typically are carried by a single, research-driven, module which is assessed in the form of a dissertation of around 12,000 words. In some institutions an alternative approach combines research with production activities, and culminates in the creation of an artefact which, with its supporting documentation, is assessed as the equivalent of the dissertation.

The Council will consider for accreditation those courses which are offered as Masters in Journalism but will only grant accreditation specifically to the Masters where the MA module takes a production-based form. In all other instances, accreditation will attach only to the postgraduate diploma.

The Council will wish to view examples of this practice-based MA work at the time of an accreditation visit, and will wish to see that high standards are achieved in both the production and the academic elements of the MA submission. That is, the artefact should be comprise a news or news-related product demonstrating high journalism skills and high technical proficiency. It should be produced to a broadcastable standard as judged by examiners of relevant professional experience, in line with the definition outlined at Appendix 2.

Additionally, the MA submission should be supported by a report which provides.....

- a detailed summary of the production project, including discussion of its intended target audience;
- details of soundly conducted, appropriate and adequate research;

- a critical review of the project, to encompass consideration of legal, regulatory, ethical or other issues as relevant;
- references to appropriate and adequate literature, properly referenced.

Accreditation of the Masters in Broadcast Journalism will be contingent upon the satisfactory composition and conduct of the specialised Masters-level project as defined above, plus the satisfactory composition and conduct of the preceding postgraduate diploma elements. It follows that accreditation of the postgraduate diploma can be secured independently of the accreditation of the Masters to which it contributes.

SECTION FIVE: DESIRABLE COURSE ELEMENTS:

Each accredited course is at liberty to combine a range of academic elements with the substantive content required for BJTC accreditation. The following are however desirable (as distinct from essential) additions in the sense of adding further to the student's appreciation of journalism and its operational context. The suggestions here are in no sense exhaustive.

- a. The culture of journalism, its history and development within a UK context, its principles and its practice;
- b. The structure and ownership of British media, their relationships to and impact of emergent global and internet media;
- c. The structure and performance of the British economy, with attention to the role of press and public relations, lobby groups, trades unions, employers associations and professional bodies;
- d. Analysis of the broadcast market, including demographic segmentation, research methods (e.g. BARB) and their application to programme design particularly as this affects news and current affairs programming;
- e) Analysis of the structure and processes of the broadcast labour market, and techniques for survival and progress as a freelance journalist or independent producer;
- f) Techniques for survival and success when newsgathering in and reporting on conflict situations;
- g) Comparative analysis of different news provision;
- h) Production and budget management;
- i) International comparisons of media law, with particular attention to points of legal conflict and legal change arising from the practices and outputs of web-based factual publication.

SECTION SIX: ASSESSMENT REQUIREMENTS:

Much of what follows below is already required by QAA and HE institutions of degree level courses. It is reiterated here as a BJTC requirement because it helps to fulfil also the professional expectations of the principal employers. In determining the adequacy of student performance, the Council employs the concept of “acceptable broadcast standard”, the specification of which can be found at Appendix 2.

Assessment must be both formative (in the form of written or oral feedback given regularly to students in the course of their studies) and summative (in the form of formal examination). BJTC accreditation teams will expect to see evidence of the process of formative feedback. The continuous monitoring of each student's progress throughout the course should be the norm and must be a key element in the process of judging and enhancing student progress. This assessment should include a judgment as to personal commitment and initiative as well as to the development of professional skills: it may or may not take the form of a Personal Development Plan.

Formal examination for summative purposes must include artefact production in the relevant medium or media, as specified further in the sections dealing with specific course categories.

Also for summative purposes, there should be written forms of examination (such as unseen papers, essays, reflective report and analyses of production processes). Included in these written examinations should be opportunities to demonstrate knowledge of, and critical reflection upon, media law, ethics, regulation and British administration and politics. The Council's accreditation team will expect to see evidence of final summative assessments.

The above should present no conflict with university requirements. But course providers need to be aware that, to ensure that professional standards are met, the Council will not accredit any course where the institution automatically compensates or condones failed broadcast journalism relevant elements. The Council accepts that institutions will wish to consider compensation or condonement where strong mitigating circumstances attach to the individual candidate, but the exercise of such discretion should be limited and exceptional if the course is to secure accreditation.

By way of additional guidance, the Council recommends that, in projects for multi media courses, students should not offer the same topic and treatment for separate assessments in different media. As a general principle, the Council advises that students should not be allowed to utilise the same body of research and/or topic for more than one formally examined artefact. Where there might be an exception to this general principle, the student should be required to seek prior permission on the basis of a sound editorial rationale.

SECTION SEVEN: ADDITIONAL REQUIREMENTS FOR RADIO JOURNALISM

Where radio forms either the, or a, major part of the course (that is, constitutes at least one third of formal assessment), the Council will expect to see the following:-

7.1 Radio Training Outcomes:

- 7.1.1 An understanding of the concept and nature of radio, how it differs from other media in its production processes, its relationship to audiences, and its narrative grammar;
- 7.1.2 An understanding of how radio differs from other media and what makes 'good' radio;
- 7.1.3 An awareness of different production and/or technical formats in recording, editing and transmission;
- 7.1.4 Competence in the correct use of appropriate types of microphone and audio recorder, audio recording techniques in studio and on location, audio studios and their equipment; familiarity with in-studio production activities;
- 7.1.5 Awareness of and ability to manage the acoustic environment for recording;
- 7.1.6 Ability to set up and undertake interviews, in-studio, on location and by telephone;
- 7.1.7 Competence in writing copy, cues, voice reports and headlines for radio news bulletins, and the preparation and production of radio news bulletins, their content, structure and running orders, for different news organisations;
- 7.1.8 Competence in the application of audio editing techniques using digital audio editing systems to prepare and produce short news packages, features and documentary features;
- 7.1.9 Competence in radio newsroom and studio operations, their correct and safe operation, and in the 'jargon' of radio production;
- 7.1.10 Competence in the internal communication and disciplined team-working processes essential to radio production;
- 7.1.11 Competence in the preparation and production of radio news bulletins, contributing to their content, structures and running orders;
- 7.1.12 Competence as a leader and a member of a news production team and as an individual journalist.

7.2 Radio Training Activities: To ensure the demonstration of the above qualities, the BJTC will normally expect to see each accredited course require of each student the following production activities, as vehicles for formative or summative assessment. Exceptionally the Council may be persuaded of a rationale for deviation from this norm. In all instances, the BJTC employs the benchmark of "acceptable broadcast standard" (see Appendix 2).

- 7.2.1 an unedited news interview, recorded by the student personally, of least three minutes duration, with a studio cue;

- 7.2.2 an 'as live' two-way interview the duration of which is to be appropriate to the selected output
- 7.2.3 at least one news bulletin, where the student demonstrates that the duration and style of the bulletin is appropriate to current industry practice in addressing a particular target audience;
- 7.2.4 at least one vox pop;
- 7.2.5. a portfolio of packages/features, demonstrating a range of editorial and technical skills, where the student demonstrates that the duration and style of the bulletin is appropriate to current industry practice in addressing a particular target audience;
- 7.2.6 editorial, reporting and presentation contributions to the team production of news-days - producing a daily news magazine programme with bulletin and in-studio interview elements of which a minimum of two should be consecutive. The Council expects that a minimum of 15 days per year and in the case of courses of more than one academic year duration, 15 full days per academic year should be devoted to news bulletin production in which each student can be observed and assessed operating in each of the team roles, producing hourly news . For the sake of clarity, in the case of three-year undergraduate courses, the Council will expect to see professional practice teaching in Year 1, appropriate to the curriculum and structure of the course.

7.3 Note for Radio as a Minor element: where radio constitutes less than one-third of total journalism training, the Council will expect to see evidence of 7.1.1 to 7.1.7 inclusive, plus artefact productions as at 7.2.1, 7.2.2 and 7.2.4.

7.4 Additional Radio Requirements for Technical Facilities: There should be a studio unit comprising control room and control desk, with a newsroom providing audio recording, editing and play-out systems. There should be one portable recorder and microphone for each student in the taught group, plus individual access to one digital editing workstation for every 3 students in the taught group. Given the rapid uptake of digital production technologies by the broadcast industry, student competences in digital play-out and scheduling systems is increasingly desirable.

SECTION EIGHT: ADDITIONAL REQUIREMENTS FOR TV/VIDEO JOURNALISM

Where TV/video journalism forms either the, or a, major part of the course (i.e. constitutes at least one third of formal assessment), the Council will expect to see the following:-

8.1 TV/Video Training Outcomes:

- 8.1.1 An understanding of the concept and nature of TV/video, how it differs from other media in its production processes, its relationship to audiences, and its narrative grammar;
- 8.1.2 An understanding of what makes for 'good' TV/video, in relation to the goals of the producer and the responses of different target audiences; how to let the pictures tell the story;
- 8.1.3 Competence in writing copy, cues, report scripts for TV news, with lay-out and visual information, and competence in writing to pictures;
- 8.1.4 Ability to set up and conduct interviews, in-studio, on location and by telephone;
- 8.1.5 Competence in the correct use of appropriate types of microphone and video recorders/cameras; competence in audio-visual recording techniques in studio and on location; familiarity with in-studio production activities (e.g. linking and interviewing, discipline and time management, gallery organisation and conventions) and studio equipment;
- 8.1.6 Self-operation competences in the shooting and editing of one's own material; with attention to framing and focussing, selecting shots, cutaways and reverses;
- 8.1.7 Competence in digital video editing techniques including the addition of music, sound, sound effects, graphics, captions, subtitling, dubbing and voice-over;
- 8.1.8 An awareness of different production and/or formats in recording, editing and transmission;
- 8.1.9 Competence in TV newsroom and studio operations, their correct and safe operation, and in the 'jargon' of TV production,
- 8.1.10 Competence in the internal communication and disciplined team-working processes essential to TV production;
- 8.1.11 Competence in the preparation and production of TV news bulletins and news magazine programmes, contributing to their content, structures and running orders;
- 8.1.12 Competence as a leader and a member of a news production team and as an individual journalist.

8.2 TV/Video Training Activities: To ensure the demonstration of the above qualities, the BJTC will normally expect to see each accredited course require of each student the following production activities, as vehicles for formative or summative assessment. Exceptionally the Council may be persuaded of a rationale for deviation from this norm. In all instances, the BJTC employs the benchmark of "acceptable broadcast standard" (see Appendix 2).

Page 20

- 8.2.1 at least one short location or illustrated studio-based news report, employing voice-

- over and to-camera presentation, with clips, scripted and presented by the student, the duration of which is to be appropriate to the selected output
- 8.2.2 at least one news bulletin, including visuals or graphics. Students should demonstrate that the duration and style of these artefacts are appropriate to current industry practice in addressing a particular target audience.
- 8.2.3 a portfolio of packages/features, demonstrating original material and a range of editorial and technical skills, with durations and styles appropriate to current practice in the output of different news organisations and their target audiences;
- 8.2.4 editorial, reporting and presentation contributions to the team production of news-days - producing a daily news magazine programme with bulletin and in-studio interview elements. The Council expects that a minimum of 15 days per year, of which a minimum of two should be consecutive and in the case of courses of more than one academic year duration, 15 full days per academic year, of which a minimum of two should be consecutive, should be devoted to news bulletin production in which each student can be observed and assessed operating in each of the team roles, producing hourly news. For the sake of clarity, in the case of three-year undergraduate courses, the Council will expect to see professional practice teaching in Year 1, appropriate to the curriculum and structure of the course.

8.3 Note for Single Discipline TV/Video Journalism Courses: Strong industry developments towards the provision of rolling television news indicate that single discipline TV/video courses would be well-advised to expose students to the particular requirements of this kind of news production. The BJTC accordingly will welcome the inclusion of rolling news-days within the total indicated at 8.2.4 above.

8.4 Note for TV/video Journalism as a Minor element: where TV/video journalism constitutes less than one-third of total journalism training, the Council will expect to see evidence of 8.1.1 to 8.1.4 inclusive, plus at least one artefact from 8.2.3.

8.5 Additional TV/Video Requirements for Technical Facilities: There should be a multi-camera, full colour, studio with gallery and adequate capacity to play in taped items, graphics, sound effects, captions, etc., and to provide autocue. There should be one portable camera for every three students in the taught group and for location shoots, plus one AV editing workstation for every 3 students in the taught group.

Given the rapid uptake of digital production technologies by the broadcast industry, student competences in digital play-out and scheduling systems is increasingly desirable.

JOURNALISM

On-line or web journalism, and accordingly the provision of training for it, is changing rapidly. Nonetheless the essential requirements for BJTC accreditation, as specified in Sections Two to Six inclusive above, apply with equal force. There is perhaps, under present applications of on-line journalism, a greater priority on specialist knowledge of the law, regulatory frameworks and ethics than there is on knowledge of local government. But that may change. Also at present the relatively slow development of broadband internet provision in the UK places no great demand on a detailed knowledge of video editing competences. It is though best to regard this as a temporary phenomenon. It is anticipated that multi platform authoring skills will increasingly be demanded of journalists once broadband technology is in the majority of homes.

Bearing these observations in mind, where on-line journalism forms the, or a, major part of the course (i.e. constitutes at least one third of formal assessment), the BJTC currently expects to see the following:-

9.1 Online Training Outcomes:

- 9.1.1 A critical understanding of on-line journalism, how its newsgathering, presentation and dissemination practices differ from those of other media; and the particularities of the relationship between the news website and its audiences;
- 9.1.2 An understanding of how on-line news production and dissemination maps into, and extends beyond, other broadcast and print news media, with consequences for journalism performance;
- 9.1.3 Full knowledge of the law and its development in the context of web-based journalism and its capacity for user interactivity and content generation;
- 9.1.4 Full knowledge of the regulatory and ethical issues as these relate particularly to on-line journalism and to publishing;
- 9.1.5 Competence in writing in short form for different on-line news services, markets and target audiences, including rewriting, subbing and editing material, writing headlines and captions, avoiding colloquialisms, slang and cliches such as might disadvantage a global non-anglophone audience;
- 9.1.6 Ability to set up and conduct interviews, by telephone or face-to-face or on-line;
- 9.1.7 Competence in advanced internet research skills, including finding off-diary stories, using net links, and being aware of computer-aided reporting;
- 9.1.8 Competence in website design and production, including clear and straightforward navigation to steer the user through the story, and with function buttons and links to establish the news stories and agenda in page design;
- 9.1.9 Competence in multi media skills such as audio and audio-visual recording and editing,
- 9.1.10 Competence the on-line inclusion of still photographs, graphics and other images;
- 9.1.11 Competence in the use of at least one form of web-authoring software.

Page 22

The above training outcomes can be regarded as representing the fundamental body of

skills and knowledge required of today's online journalist. The further exploitation of web and digital technologies in the production and dissemination of news can, however, be expected to put a premium on additional skills. Some of these additional skills are listed below in the belief that some courses may regard it as appropriate to examine for them at the MA level....

9.1.12 Ability to build in meta tags to increase site traffic, and to introduce internal filters so as to direct it;

9.1.13 Ability to build in "next and previous" buttons;

9.1.14 Ability to build in additional function buttons (e.g. for syndication, access to archives, contact facilities);

9.1.15 Ability to build in facilities for audience comments and interactivity.

9.2 *Online Training Activities:* To ensure the demonstration of the above fundamental qualities, the BJTC will normally expect to see each accredited course require of each student the following production activities, as vehicles for formative or summative assessment. Exceptionally the Council may be persuaded of a rationale for deviation from the norm. In all instances, the BJTC employs the benchmark of "acceptable broadcast standard" (see Appendix 2).

9.2.1 a portfolio comprising a minimum of SIX distinct webpage templates, one of which will be the home page;

9.2.2a minimum of FIVE online news stories originated by the student and utilising the templates described above. The site should demonstrate the full range of editorial, technical skills, with complexity and styles appropriate to current practice in the output of different news organisations and their target audiences.

9.2.3a minimum of THREE consecutive newsdays, simulating as closely as possible the processes and practices of a newsroom in producing news content in real time;

9.2.4at least one presentation, or essay, by which the student may demonstrate critical awareness and reflection on the consequences of new media for journalism as an occupation, as a social role and/or as a set of professional practices and values.

9.3 *Note for Online as a Minor element:* where online constitutes less than one-third of total journalism training, the Council will expect to see evidence of 9.1.1 to 9.1.7 inclusive, plus

a portfolio of THREE distinct webpage templates (one to be the home page), with a minimum of TWO student-originated news stories as defined at 9.2.2 above.

Online Requirements for Technical Facilities: There should be a computer equipped newsroom providing individual access to one digital editing workstation for every student in the taught group. Given the rapid uptake of digital production technologies by the broadcast industry, student competences in the origination of news-relevant material in audio and audio-visual forms is highly desirable..

The BJTC Sponsorship, Visit and Affiliation Fee Structure

The BJTC sponsorship, college affiliation and visit fees were agreed by Council and approved at a college plenary meeting in 2003. Under the formula, the amounts increase by inflation each year. The fees in 2006 are as follows:

Company Sponsors will pay a minimum of £3200

College affiliation fees in 2006 will be £480

This covers the first 2 courses at a single establishment. Each additional course will be charged a further £160 affiliation fee.

Accreditation Visits

1 st Accreditation visit	£500 (1)
2 nd Accreditation visit	£500
Upgrade visits	£500 (2)
3-year renewal visits	No charge (3)

Notes

10. Additionally, a course accredited for 1 year at this first visit must also pay the annual accreditation fee of £450 pro rata for the remainder of the year.
11. Accreditation upgrade (e.g. from radio to bi-media) when the visit does not coincide with a scheduled visit.
- 3 It is sometime necessary to visit a course before the 3 years expires. In this instance a nominal fee of £250 will be made to cover additional costs incurred by Council.

The Advisory Process

An advisory visit, leading to a point where a college appears on our website under the heading 'accreditation pending' will be charged at £500. However, Council is receiving more requests prior to this stage, for informal advisory visits from colleges with plans to run new courses. Council feels that these informal visits, usually carried out by one or two Council members, should be encouraged. The BJTC Accreditation Secretary will be pleased to discuss our advisory process and create a cost effective programme, ensuring that when the first accreditation visit takes place, courses are ready to meet the critical assessment of that visit.

The financial year of the BJTC runs from January to December.

Page 24

APPENDIX 2

Acceptable Broadcast Standards

The BJTC expects to see that all pieces of news work presented by students and securing a pass mark for final examination purposes will...

1. comply with the law
2. meet the current regulatory criteria of:-
 - A] **Due Impartiality:** Note that absolute neutrality in any piece is not required except where any partiality breaches fundamental democratic principles.
In other instances, due partiality is a question of judgement which must reflect such considerations as the significance of the story, the conditions of its making, its potential consequences, and its place within the context of other temporally proximate coverage.
 - B] **Accuracy:** Facts should take priority. Facts should be reliable and verifiable. If sources or initial research provide material which is controversial and/or sensitive, that material should be confirmed from elsewhere.
In general, speculative material should not be used unless crucial to the story, in which case it should be clearly identified as speculative. Journalists should not be the originators of speculative material
 - C] **Diversity of Opinion:** It is unlikely that a news piece will be able to reflect every possible opinion. It is therefore important to make a judgement as to the main differences of opinion, and as to the most suitable people to represent them.
Students should be able to demonstrate selection criteria which are not limited to the ease of availability of the interviewee.
 - D] **Independence:** In the context of a culture of public service broadcasting the journalist must not demonstrate in his/her news material any partiality towards a political or commercial interest. This extends to the general principle of not paying sources.
3. meet other professional standards, such as:-
 - i) a high quality of journalistic writing, showing clarity of language, correct terminology, strong narrative structure; an avoidance of cliches, etcetera;
 - ii) good articulation of words by the presenter/reporter; correct tone of voice for the piece; correctly paced delivery;
 - iii) good audio composition, e.g. a diversity of voices, use of clips; use of sound effects; an avoidance of auditory cliches;
 - iv) sound levels which are consistent across the piece, and neither too soft nor too loud; no hiss or intrusive background noise;

Page 25

- v) picture composition which reveals good sequencing such that there is minimal

- reliance on the spoken word to tell the story; an avoidance of pictorial cliches; use of single, two-shots and group shots which are appropriate to the story and which provide a good visual balance of the participants;
- vi) good lighting, neither too bright nor too dark unless for some considered special effect or to protect the identity of an interviewee.
- 4) meet Health & Safety at Work requirements, for protecting the well-being of the reporter/s, crew members, and such sources, the general public, children and animals as are involved in the making of the piece.

The BJTC recognises that overseas students are sometimes accepted onto accredited undergraduate and postgraduate courses and may be taught in the same groups as home students. The council is aware that colleges may be under pressure to recruit from this sector of the market, and that there is some demand by overseas students for a BJTC approved qualification. The council is also aware that overseas students can bring benefits to a cohort and an appropriate mix can create a thriving forum for the exchange of ideas about journalism.

However the BJTC is aware that its guidelines imply a sophisticated command of written and spoken English and a high standard of general knowledge from all students. Therefore the council will seek to be reassured that course selection procedures are robust enough to ensure that students whose first language is not English are capable of producing work to a standard that meets the guidelines. This does not rule out the possibility that any student may do poorly or fail.

The visiting accreditation teams will be particularly concerned that a student's ability to meet the guidelines is not affected by their language ability or general standard of knowledge and that assessment criteria are applied consistently across the cohort.

Where group work is concerned, language and communication ability should be sufficient to ensure that all students can play a full part in the project. Students should be fully aware that team working skills are an essential part of accredited courses.

Courses must ensure during recruitment that all students can demonstrate a sophisticated grasp of written and spoken communication and have the potential to develop further.