



MCAST

MQF/EQF Level 6

CA6-09-22

B.A.(Hons) in Journalism

Course Specification

Course Description

The journalism sphere offers exciting new career opportunities for individuals who are keen to learn and to offer a much needed service to society. Journalism is a vocation that can take learners to unimaginable places and lead them to meet extraordinary people. Learners are expected to effectively analyse and report the events that shape our lives and the world around us. They are guided to design, develop and produce news content using audio-visual technologies and recording devices. Moreover, learners will explore how to present their journalistic works to the public in a variety of formats such as print, radio, television and online. Throughout this programme, learners will work on real-life case scenarios, applying theoretical knowledge to practical journalism and related projects, working both in teams as well as autonomously.

Programme Learning Outcomes

At the end of the programme the learner will be able to:

1. *Express a broad and general knowledge of journalism news practice.*
2. *Conduct good judgement of news.*
3. *Be responsible for evaluating news based on historical perspectives.*
4. *Apply ethics, accountability and fairness in journalism practice.*

Entry Requirements

MCAST Advanced Diploma in Creative Media Production

or

MCAST Advanced Diploma in Photography

or

2 A-Level passes and 2 I-Level Passes

Compulsory I-Level: Maltese or English Language

Preferred A-Levels: Philosophy, Religious Knowledge and Sociology

Other Entry Requirements

Applicants may be asked to sit for an interview and/or present their portfolio.

Key Information

Awarding Body - MCAST

Accreditation Status - Accredited via MCAST's Self Accreditation Process (MCAST holds Self-Accrediting Status as per 1st schedule of Legal Notice 296/2012)

Type of Programme: Qualification

MQF Level	Examples of Qualifications	'Qualification' Minimum Credits Required	'Award' Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor ²³ /Bachelor (Hons.) ²⁴ First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme ²⁵	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme ²⁶	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme ²⁷	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme ²⁸	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme ²⁹	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

Table 1: Minimum number of credits for 'Qualifications' and parameters for 'Awards'

Fig.1: p56, Ministry for Education and Employment & National Commission for Further and Higher Education Malta (2016). *Referencing Report, 4th Edition*. NCFHE.

Total number of Hours: 4500

Mode of attendance: Full Time

Duration: 3 Years

Target audience for MCAST full-time courses is 16 to 65+

The official language of instruction at MCAST is English. All notes and textbooks are in English (except for language courses which will be in the respective language being instructed). International candidates will be requested to meet English language certification requirements for access to the course.

This course will be offered at

MCAST has four campuses as follows:

MCAST Main Campus

Triq Kordin, Paola, Malta

All courses except for the Institute for the Creative Arts, Centre of Agriculture, Aquatics and Animal Sciences are offered here.

Institute for the Creative Arts

Mosta Campus

Misraħ Għonoq Targħa Gap,

Mosta

Institute of Applied Sciences,

Centre of Agriculture, Aquatics and Animal Sciences,

Luqa Road, Qormi

Gozo Campus

J.F. De Chambray Street

MCAST, Għajnsielem

Gozo

Teaching, Learning and Assessment

The programmes offered are vocational in nature and entail both theoretical lectures delivered in classes as well as practical elements that are delivered in laboratories, workshops, salons, simulators as the module requirements dictate.

Each module or unit entails a number of in person and/or online contact learning hours that are delivered by the lecturer or tutor directly (See also section 'Total Learning Hours').

Access to all resources is provided to all registered students. These include study resources in paper or electronic format through the Library and Resource Centre as

well as tools, software, equipment and machinery that are provided by the respective institutes depending on the requirements of the course or module.

Students may however be required to provide consumable material for use during practical sessions and projects unless these are explicitly provided by the College.

All Units of study are assessed throughout the academic year through continuous assessment using a variety of assessment tools. Coursework tasks are exclusively based on the Learning Outcomes and Grading Criteria as prescribed in the course specification. The Learning Outcomes and Grading Criteria are communicated to the Student via the coursework documentation.

The method of assessment shall reflect the Level, credit points (ECTS) and the schedule of time-tabled/non-timetabled hours of learning of each study unit. A variety of assessment instruments, not solely Time Constrained Assignments/Exams, are used to gather and interpret evidence of Student competence toward pre-established grading criteria that are aligned to the learning outcomes of each unit of the programme of study.

Grading criteria are assessed through a number of tasks, each task being assigned a number of marks. The number of grading criteria is included in the respective Programme Specification.

The distribution of marks and assessment mode depends on the nature and objectives of the unit in question.

Coursework shall normally be completed during the semester in which the Unit is delivered.

Time-constrained assignments may be held between 8 am and 8 pm during the delivery period of a Unit, or at the end of the semester in which the Unit is completed. The dates are notified and published on the Institute notice boards or through other means of communication.

Certain circumstances (such as but not limited to the Covid 19 pandemic) may lead Institutes and Centres to hold teaching and assessment remotely (online) as per MCAST QA Policy and Standard for Online Teaching, Learning and Assessment (Doc 020) available via link <https://www.mcast.edu.mt/college-documents/>

The Programme Regulations referenced below apply. (DOC 005 available at: link <https://www.mcast.edu.mt/college-documents/>

Total Learning Hours

The total learning hours required for each unit or module are determined as follows:

Credits (ECTS)	Indicative contact hours	Total Student workload (hrs)	Self-Learning and Assessment Hours
1	5 - 10 hrs	25 hrs	20-15 hrs*
2	10 - 20 hrs	50 hrs	40-30 hrs*
3	15 - 30 hrs	75 hrs	60-45 hrs*
4	20 - 40 hrs	100 hrs	80-60 hrs*
6	30 - 60 hrs	150 Hrs	120-90 hrs*
9	45 - 90 hrs	225 hrs	180-135 hrs*
12	60 - 120 hrs	300 hrs	240-180 hrs*

* The 'Self-Learning and Assessment Hours' amount to the difference between the contact hours and total student workload.

Grading system

All MCAST programmes adopt a learner centred approach through the focus on Learning Outcomes. The assessment of MCAST programmes is criterion-referenced and thus assessors are required to assess learners' evidence against a pre-determined set of Learning Outcomes and assessment criteria.

For a student to be deemed to have successfully passed a unit, a minimum of 50% (grade D) must be achieved. In case of part time programmes, the student must achieve a minimum of 45% to successfully pass the unit.

All units are individually graded as follows:

A* (90-100)

A (80-89)

B (70-79)

C (60-69)

D (50-59)

Unsatisfactory work is graded as 'U'.

Work-based learning units are graded on a Pass/Fail basis only.

Detailed information regarding the grading system may be found in the following document: DOC 005 available at: link <https://www.mcast.edu.mt/college-documents/>

Intake Dates

- MCAST opens calls for application once a year between July and August of each year for prospective applicants residing in MALTA.
- Applications to full-time courses from international students not residing in MALTA are accepted between April and Mid-August.
- For exact dates re calls for applications please follow this link <https://www.mcast.edu.mt/online-applications-2/>

Course Fees

MCAST course are free for Maltese and EU candidates. International candidates coming from outside the EU need to pay fees for the respective course. Course fees are set on a per-level and course duration basis. For access to course fee structure and payment methods please visit <https://www.mcast.edu.mt/fee-payments-for-non-eu-candidates/>.

Method of Application

Applications to full-time courses are received online via the College Management Information System. Candidates can log in using Maltese Electronic ID (eID) or European eIDAS (electronic identification and trust services) to access the system directly and create an account as the identity is verified electronically via these secure services.

Non-EU candidates need to request account creation through an online form by providing proof of identification and basic data. Once the identity is verified and the account is created the candidate may proceed with the online application according to the same instructions applicable to all other candidates.

Non-EU candidates require a study visa in order to travel to Malta and join the course applied for. For further information re study-visa please access <https://www.identitymalta.com/unit/central-visa-unit/>.

For access to instructions on how to apply online please visit <https://www.mcast.edu.mt/online-applications-2/>

Contact details for requesting further information about future learning opportunities:

MCAST Career Guidance

Tel: 2398 7135/6

Email: career.guidance@mcast.edu.mt

Current Approved Programme Structure

Unit Code	Unit Title	ECTS	Year	Semester
CAART-506-1636	Reading the Image	6	1	A
CAMED-506-1602	Media Tools & Techniques	6	1	A
CACRM-506-2201	Visual Thinking (Idea Generation)	6	1	A
CAJLM-506-1601	Reporting for the Digital Media	6	1	B
CDKSK-503-1907	English I	3	1	A
CDKSK-503-1905	Critical Thinking I	3	1	B
CAJLM-506-2203	Communication Skills	6	1	B
CAJLM-506-2202	Broadcast Skills	6	1	B
CAJLM-506-2205	Malti għall-Ġurnalizmu	6	1	B
CAJLM-506-2204	English for Journalism	6	1	A
CAJLM-506-2201	General and Constitutional Knowledge	6	1	B
CAJLM-503-2206	Interview Techniques	3	2	A
CAJLM-506-2207	Audience Research	6	2	A
CAJLM-506-2208	Print Journalism	6	2	A
CAJLM-506-2209	Independent Journalism Project	6	2	B
CAJLM-509-2210	Research Processes and Techniques	9	2	YEAR
CDKSK-503-1906	Critical Thinking II	3	2	A
CDKSK-503-1908	English II	3	2	B
CDKSK-604-1909	Entrepreneurship	4	2	B
CDKSK-602-2105	Community Social Responsibility	2	2	B
CAJLM-506-2211	Online and Mobile Journalism	6	2	B
CAJLM-506-2212	Ethical Journalism	6	2	A
CAJLM-506-2213	Broadcast Journalism	6	2	B
CAJLM-606-2214	Law in Journalism	6	3	B
CAJLM-606-2215	Journalism and Political Communication	6	3	A
CAJLM-606-1613	Journalism, Politics, Society & Institutional Set-up	6	3	A
CAJLM-606-1617	Discourse Analysis: Seeing Beyond the News	6	3	A
CAJLM-606-1618	Portfolio in Journalism (Broadcast/ Online/ Print)	6	3	B
CAJLM-606-2216	Psychology in Journalism	6	3	B
CAJLM-606-1616	Free Speech and Censorship	6	3	A
CAJLM-606-2217	Journalism in Mainstream Narratives	6	3	B
CADIS-612-1602	Dissertation	12	3	YEAR
Total ECTS		180	/	/

CAART-506-1636: Reading the Image

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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.*

CAMED-506-1602: Media Tools & Techniques

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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.*

CAJLM-506-1601: Reporting for the Digital Media

Unit level (MQF/EQF): 5

Credits: 6

Delivery Mode: Face to Face

Total Learning Hours: 150

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.*

CDKSK-503-1907: English I

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit is intended to be run in the first semester of the first year of undergraduate degree programmes and consolidates prior knowledge, skills and competences in English reading, writing, listening and speaking by further strengthening the more academic functions of the language.

English I is intended to be an EAP (English for Academic Purposes), focusing specifically on improving learners' awareness of, and familiarity, with the core skills necessary for successful academic reading and writing in English, especially preparing them for the rigours of extended writing by research and the reading of academic sources of information.

Learners will become familiar with academic features of style and the principles and mechanics of good text structure. They will also learn how to consult, understand and use secondary material from academic sources within their field of study and effectively integrate it as part of a larger argument or body of work.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Recognise the form, content and style of academic texts.*
2. *Use an academic style of writing when working on assignments and dissertations.*
3. *Reproduce secondary content by means of direct and indirect quoting methods.*
4. *Apply proper referencing conventions when citing secondary content.*

CDKSK-503-1905: Critical Thinking I

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on frameworks of reflective practice and ideology which are exemplified through the building of a critical readership by means of close-reading techniques and reflective writing. By integrating theories of reflective writing and the nature of evidence from sources of information, this unit equips learners with the means to read, interpret, reflect and write critically and reflectively.

The application of close-reading techniques and ideology is also addressed in this unit. Close-reading is the careful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text. Ideology is also addressed, with particular focus on areas of practical research that lie at the confluence of social, political, and technological concerns.

The final aim behind Critical Thinking I is to facilitate a deep, transformative, and unique learning experience.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Identify the different reflective frameworks that can be used to enable critical reflection and thinking.*
2. *Apply the appropriate methodology to write in an analytic reflective manner.*
3. *Apply close-reading techniques to secondary research.*
4. *Explain the importance of ideology in critical thinking.*

CDKSK-503-1906: Critical Thinking II

Unit level (MQF/EQF): 5

Credits: 3

Delivery Mode: Face to Face

Total Learning Hours: 75

Unit Description

Critical Thinking is the intellectual discipline of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

This unit equips learners with sought after skills essential to the vocational and academic life. Its main focus is on demonstrating how concepts of validity, reliability and credibility of information are highly necessary when formulating objective, analytical arguments and reaching sound conclusions. Furthermore, individuals who can critically interpret information and evaluate its origin, inherent biases, fallacies and strengths are known to be more perceptive, responsive to illogical argument and can formulate arguments more effectively.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Determine the main features and components of explicit arguments.*
2. *Demonstrate effectively basic logical reasoning in a given task.*
3. *Consider common flaws in argumentation.*
4. *Construct objective, analytical arguments and conclusions for chosen issue.*

CDKSK-503-1908: English II

Unit level (MQF/EQF): 5
Credits: 3
Delivery Mode: Face to Face
Total Learning Hours: 75

Unit Description

This unit is intended to be run in the second semester of the second year of undergraduate degree programmes and consolidates prior knowledge, skills and competences of Academic English by further strengthening reading, writing, listening and speaking skills as determined by the rigours of pre-dissertation research.

English II is targeted at learners who have successfully completed their degree programme's first year and exposes undergraduate students to a higher level of critical reading and writing skills demanded in the second and final years of the degree programme. This usually involves the identification and select reading of academic texts, their review and their eventual use in a research proposal, dissertation and academic presentation.

It is also the objective of this unit to train learners to be more aware of, and proficient in, spoken Academic English as this becomes a key requirement at this level of studies.

Learning Outcomes

Upon completing the unit, learners should be able to:

1. *Evaluate academic sources of information when working on own dissertation.*
2. *Produce texts of an academic nature using appropriate language and style.*
3. *Communicate verbally in a manner which conveys proficiency of the subject being researched.*
4. *Respond effectively to key questions in relation to research in own field.*

CDKSK-604-1909: Entrepreneurship

Unit level (MQF/EQF): 6
Credits: 4
Delivery Mode: Face to Face
Total Learning Hours: 100

Unit Description

The working definition of 'entrepreneurship' employed in this unit is that stated by the European Commission: "*Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking calculated risk, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity*" (Entrepreneurship in Vocational Education & Training, June 2009).

In line with this definition, the unit places an emphasis on fostering a mind-set that *entrepreneurship* is the vehicle that drives *creativity* and *innovation*. The learner will, amongst others, be encouraged to gain an insight as to how to investigate customer needs and markets to generate an innovative idea for a start-up; participate in the realistic simulation of the creation of a start-up¹; create and pitch sections of a business plan, as well as draft sections of a business plan for an identified business idea.

The assessment of the unit is designed in a way to provide an opportunity for learners to strengthen transversal competencies which UNESCO highlights as necessary for the 21st century. These include intrapersonal skills, interpersonal skills, critical and innovative thinking, media and information literacy and global citizenship.

Learners with different backgrounds and experiences are required to contribute actively in a team to prepare the necessary work towards initiating a successful business venture.

¹ 'Doing effective entrepreneurship' is firmly grounded in theory, yet the *chalk and talk* delivery mode is not promoted in this unit. Rather, *actionable theory through practice* is strongly encouraged. *Realistic simulations*, limited not only to in-class activities such as *discussions* of the problems faced in the different phases of a business, especially in the process of commercialisation of innovative products and services, and *on-paper* creative management strategies, are considered essential.

In this unit, learners will become familiar not only with the main theories related to entrepreneurship and business start-ups but will have the opportunity to explore, interact and learn from a number of first-hand situations. The challenges of working with diverse team members will provide the learners not only with the possibility to look at entrepreneurship ideas from different perspectives, but also to come up with more creative, original and feasible solutions to challenges that will arise.

The practical and realistic element of the unit will allow learners to engage and interact with different stakeholders from industry and public institutions. This real-life interaction will provide the ideal set up to link theory with practice in the real world. Learners are encouraged to get out of their comfort zone and explore their entrepreneurial spirit by combining creativity, innovation and risk taking to help seize an opportunity, improve current situations or solve problems they encounter in the real world.

Learning Outcomes

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

- 1. Understand the terms “entrepreneurship” and “entrepreneur” and techniques used to generate and evaluate business ideas.*
- 2. Examine important considerations while developing a new business idea.*
- 3. Apply business planning and control initiatives while developing a new business idea.*
- 4. Contribute effectively in a team to develop a concept prototype of a feasible product/service idea.*

CDKSK-602-2105: Community Social Responsibility

Unit level (MQF/EQF): 6
Credits: 2
Delivery Mode: Face to Face
Total Learning Hours: 50

Unit Description

This unit focuses on community and social responsibility skills and provides an opportunity for learners to better understand themselves and others, as well as establish goals in life. This unit is delivered through a combination of small-group sessions (it is suggested that the number of learners do not exceed 15 learners per class), reflections and community work. Community and social responsibility skills enable learners to understand their strengths and areas that need improvement while preparing them for life, employment and to become active citizens in society.

Moving away from traditional delivery of other units, learners will be empowered to take ownership of their learning process. Hence, this unit will be delivered through a combination of workshops, small-group sessions with mentors and various opportunities to reflect.

The first set of sessions will focus on the self, the ability to work independently and important values in life. The second set of sessions will focus on working with others, dealing with diversity and conflicts. Furthermore, at the end of the sessions, learners will be introduced to the importance of active citizenship in life.

Learning Outcomes

Upon completing the unit, learners should be able to:

- 1. Identify personal goals through self-reflection.*
- 2. Evaluate how collaboration with others can be more effective.*
- 3. Explain the importance of giving and receiving feedback.*
- 4. Contribute actively to make a difference in society.*

CAJLM-606-1613: Journalism, Politics, Society & Institutional Set-up

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

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.*

CAJLM-606-1617: Discourse Analysis: Seeing Beyond the News

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

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.*

CAJLM-606-1618: Portfolio in Journalism (Broadcast/ Online/ Print)

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

Unit Description

Having a professional portfolio is an important way in which aspiring journalists can present their work identity. Portfolios, especially electronic/online ones are a platform that helps learners to find potential employment and carve out a career in journalism.

The aim of this unit is to help learners reflect upon their body of work with the view of having them be better prepared to go into professional broadcast journalism. The first part of the units is a reflective journey that will have the learners look at past work as well as reflect upon which skills they already possess and which skills and competences they still need to develop to reach the expected level in this industry

The second part of the unit will then enable the learners to create a portfolio that showcases their work. This work can be made up of past assignments, personal pieces and/or any other independent work they would have been commissioned on a personal basis during their possible part time employment. The portfolio will then need to be presented to professional journalists for feedback.

This unit will give the learners the opportunity to reflect on the feedback given by professional journalists. Learners will need to document the various processes required to complete this unit as well as reflecting on their writing style and how this evolved during the course. Learners are expected to carry out a skills gaps analysis on themselves.

A professional portfolio is an important means for aspiring journalists to showcase themselves. Communication and presentation skills are considered to be two extremely important transversal skills, for anyone aspiring to working in the media and communication industry.

Learning Outcomes

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

- 1. Evaluate the personal writing and reporting style developed over the years.*
- 2. Identify the required skills and competences to work in journalism.*

3. *Create a portfolio for professional broadcast journalism.*
4. *Present a professional portfolio to broadcast journalism professionals.*

CAJLM-606-1616: Free Speech and Censorship

Unit level (MQF/EQF): 6
Credits: 6
Delivery Mode: Face to Face
Total Learning Hours: 150

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.*

For further information, please contact us on information@mcast.edu.mt