



Contemporary British Broadcasting

[Faculty Contact Information](#)

Name:

Email:

Office Hour information:

[Course Information](#)

Course Description

This course explores the world of Contemporary British Broadcasting. Built on the ethos that broadcasting must exist not only to entertain the public but also to inform and educate, British radio and television remains a lively mix of genres and programmes with extensive influence throughout the world. With complementary references to relevant historical and current developments in American broadcasting, this course looks at how the license-fee funded BBC strives to maintain its supremacy in the British broadcasting landscape amidst other major players such as Channel 4, ITV, and BSkyB.

This course emphasises how Britain's public service broadcasting foundations have paved the way for the rapid evolution of the factual genre and an independent production community that leads the world in exporting reality formats. With insight from guest speakers and industry field trips, students delve behind the scenes to understand how programmes get commissioned and made. They also explore the challenges of programming across platforms and how British broadcasters are adapting to the rapidly changing digital landscape.

Course Goals

Students develop a broad understanding of the values-based nature of British radio and television broadcasting and its regulatory underpinnings. They learn the full spectrum of factual programming that has led to the UK being the world's leading factual producer while also exploring a range of fiction genres and their realism grounding, and how British broadcasting is adapting in the rapidly changing digital age.

Student Learning Outcomes

At the end of this course, students will:

1. Outline the landscape and genres for British radio and television and compare to the US
2. Critique the role of public service broadcasting in the digital age
3. Summarise the evolution of the factual genre, and its importance to broadcasting
4. Illustrate how programmes are made through the commissioning process
5. Assess the opportunities and challenges facing the British independent production sector as companies expand globally

Course Assignments, Grading, and Assessment

Assignment	Percentage	Grading Requirements
Attendance and Participation	20%	
Broadcasting Presentation	20%	Please see rubric on MyStudy
Individual Class Presentation	25%	Please see rubric on MyStudy
Portfolio of Analytical Essays	35%	Please see rubric on MyStudy

Brief Assessment Overview

Assessment 1: Broadcasting Presentation

Due:

Audio-visual, 15 mins

This is a research driven project to find a broadcast programme whose output illustrates aspects of a distinctively British media.

A short introduction to your broadcast subject. What interests you about this work and the channel it is broadcast on? What makes it identifiably British?

Include some examples of coverage in the press and/or social media. What is significant about the debates surrounding it? Is it entertaining, socially significant or? If there anything unique about their impact? Evaluate the work, and have a conclusion that draws your key thoughts together. You will present this in class in threes or pairs.

Assessment 2: Individual Class Presentation

Due:

In this assignment you can again draw on your own interest in one particular aspect of Contemporary British Broadcasting (film / television / online / publishing/ advertising / regulation) to devise a presentation to be delivered to the class. It can be something related to the course but not extensively covered, that you wanted to explore further

This should demonstrate your analytical and descriptive skills and your ability to bring your own enthusiasms to life for your fellow students. This needs to go beyond simple description and analysis of your particular subject: what does your chosen subject matter say about Britishness and Contemporary British Broadcasting? Even if you are doing a 'fan' topic (i.e. a show, director or subject you really love), you are expected to bring your critical and analytical eye to bear on the subject.

Assessment 3: Portfolio of 7 Analytical essays

Due:

7 X SHORT PAPERS RELATING TO THE MEDIA SUBJECTS WE COVER IN CBB 35% (5% per paper)

350 words Relating to the subjects covered in class (One reference and one example required per paper)

PORTFOLIO ENTRY 1: What Are the Big Issues in British Broadcasting - Why Study Communication Narratives?

PORTFOLIO ENTRY 2: Public Vs Commercial Broadcast: What Are the Pros and Cons?

PORTFOLIO ENTRY 3: British Current Affairs in The Press

PORTFOLIO ENTRY 4: British Regulation and Legal Rulings On Scandal

PORTFOLIO ENTRY 5: Narrating Region, Class or Genre in Radio or Podcast Format

PORTFOLIO ENTRY 6: Britishness in The Digital Age

PORTFOLIO ENTRY 7: Marketing The UK: Assessing Changing Narratives on the Global Stage.

Grading

Alternative formats of the FIE Grading Rubric are available in the Student Resources area of MyStudy@FIE.

	Relevance Questions are interpreted correctly; Argument/thesis is clear and developed throughout; Discussion is focused on topic of the questions; Irrelevant content and discussion are not included	Knowledge and Understanding Recommended literature and/or research guidelines are used and interpreted appropriately; Selection and use of evidence shows understanding and insight; There is evidence of study beyond the recommended literature and that introduced in the module	Analysis, Critical Thinking and Integration of Experiential Learning Approach shows evidence of analysis and independent reasoning; Originality in argument; Evidence of critical insight and reasoned questioning of assumptions; Integration of connections and experiences outside of the formal classroom	Scholarship and Style Conclusions are well justified and complete; Facts reported and statements made are accurate; Writing is clear and fluent; All sources are appropriate, accurately acknowledged and formatted in recognised style; All work is the student's own
A 93-100 %	Totally appropriate interpretation and relevant;	Comprehensive understanding and mastery of core evidence and extensive wider reading	Excellent analytical skills, outstanding evaluation of evidence, independent and	Exceptional fluency and accurate writing using appropriate language, conclusions are well-justified;

	Excellent and thorough thesis development		original critical insight; Meaningfully integrates experiential learning where appropriate	Accurate and thorough referencing
A- 90-92%	Almost wholly appropriate interpretation and relevant; Very strong thesis	Very strong understanding of evidence and clear evidence of appropriate wider reading	Well-developed analytical skills, excellent evaluation of evidence, shows strong critical insight; Effectively integrates experiential learning where appropriate	Almost wholly accurate and fluent writing using appropriate language, conclusions are full and justified; Accurate referencing
B+ 87-89%	Appropriate interpretation and relevant; Good thesis throughout	Strong understanding of evidence and appropriate wider reading	Very good analytical skills, strong evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; conclusions are justified; Accurate referencing
B 83-86%	Largely appropriate interpretation and relevant; Thesis is clear	Good understanding of evidence and some appropriate wider reading	Good analytical skills, good evaluation of evidence; Shows critical insight; Acknowledges and compares experiential learning and other perspectives	Largely accurate and fluent writing using appropriate language; Conclusions are justified; Accurate referencing

B- 80-82%	Mostly appropriate interpretation and relevant; Thesis is underdeveloped but clear	Sound understanding of evidence and some wider reading	Sound analytical skills; Sound evaluation of data; Shows some critical judgement identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent; Sound use of referencing conventions
C+ 77-79%	Some appropriate interpretation and relevant; Thesis is underdeveloped and lacks clarity	Evidence is largely understood and some wider reading	Sometimes inconsistent analytical skills; Some evaluation of data; Shows some critical judgement though often descriptive; Identifies experiential connections	Sound level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions
C 73-76%	May contain some misinterpretation and/or irrelevant material; Thesis lacks clarity	Evidence is largely understood; Limited reading beyond material introduced in module	Mostly inconsistent analytical skills; Some evaluation of data; Scant critical judgement mostly descriptive; Identifies experiential connections	Some level of accuracy and written fluency and some use of appropriate language; Conclusions are coherent but not fully supported; Sound use of referencing conventions
C- 70-72%	Limited interpretation and relevance; Thesis is inconsistent	Weak understanding of evidence; Limited reading beyond material	Mostly inconsistent analytical skills; Some evaluation of data;	Inconsistent written fluency; Weak use of appropriate language;

		introduced in module	Lacks critical judgement; Little integration of experiential learning	Weak justification for conclusions; Adequate use of referencing conventions
D 60-69%	Limited interpretation and relevance; Lacks thesis	Weak understanding of evidence and limited, inappropriate wider reading	Inconsistent and weak analytical skills, poor evaluation of evidence, lacks critical insight; Little integration of experiential learning	Inconsistent written fluency; No justification for conclusions; Inaccurate use of referencing
F 0-59%	Significant misinterpretation and irrelevant material	Lacks understanding of evidence and inappropriate or no wider reading	Lacks analytical skills, lacks evaluation of evidence, lacks critical judgement; Lacks integration of experiential learning	Poorly written with little fluency; No justification for conclusions; Poor referencing; Evidence of plagiarism or inappropriate use of AI

Policies specific to this course

- **Co-curricular Activities and Field Trips:** Field trips for your FIE courses have been planned to help students achieve the learning objectives of the course and are required. They take place during class time unless otherwise noted. Details about required visits appear on the class by class schedule below. Please note that any make up for missed co-curricular activities are at the personal expense of the student.
- **Late submission of work:** Written work may be submitted later than the due date only with express permission in advance of the due date from the course instructor. Late work will receive a 5% reduction in points for each 24-hour period handed in past the deadline, including each weekend day. Work submitted a week late will be marked at a C or lower. Any extensions made beyond the last class meeting must be requested in writing to the faculty and include any information on the circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.
- **Late arrivals to class or site visit:** Please arrive on time. Lateness, particularly on days with co-curricular visits, results in missed course material. Faculty may use their discretion to mark a

student as 'Absent' if they feel the student has arrived too late or left too early to be considered 'Present' for that session.

- **Trigger Warnings:** Some topics covered in class may expose students to past traumas and evoke a negative reaction. Sensitive topics can vary, such as sexual violence, death, racism, or xenophobia. I want this to be an inclusive space where every student feels comfortable; therefore, I will provide content warnings before lectures for sensitive subject matters. Content warnings are meant to give students a forewarning so they can prepare for their emotional safety. It is important to note that anything in the environment could be a trigger for someone's trauma, such as smell, sound, or texture; it is impossible to account for all possible triggers, and ask for grace as I do my best as an educator to warn students of potentially distressing content during lectures, assignments and/or discussions.

Attendance and Participation

- Regular attendance is essential in order to pass a course. A class constitutes lectures, student presentations, discussions, seminars, co-curricular activities, tests, and examinations. In addition, under UK Home Office regulations class attendance is mandatory.
- Class attendance and participation is formally recorded and incorporated into a student's final grade.
- In addition to physical presence in class, a student's participation in a class is evaluated on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is expected in every class. Limited participation will have a negative impact on a student's participation score.
- When unexpected events cause students to miss a class, it is the student's responsibility to initiate contact with the faculty member to notify them in advance, or as soon as is reasonably possible.
- Absence from class does not relieve a student of responsibility for assignments. Students bear the ultimate responsibility for all missed class material and assessment.
- If a student misses 25% or more of a course, then they may be awarded a failure for the course and/or not permitted to finish the course.
- [See the full attendance policy here](#)

Required Readings

See MyStudy.

Additional Resources and Readings

Baker, W. (1998). *Down the Tube: An Inside Account of the Failure of American Television*. Basic Books

Bignell, J. (2005). *Big Brother: Reality TV in the 21st Century*. Palgrave Macmillian

Bruzzi, S. (2006) *New Documentary*. Routledge

Burton, G. (2000). *Talking Television: An Introduction to the Study of Television*. Arnold

Crisell, A. (2002). *An Introductory History of British Broadcasting*. Routledge

Goodwin, A. & Whannel, G. (1990). *Understanding Television*. Routledge

Johns, A. (2012). *Death of a Pirate: British Radio and the Making of the Information Age*. W.W. Norton & Co

Lees, N. (2010). *Greenlit: Developing Factual/Reality Ideas from Concept to Pitch*. Methuen Drama

Wright, P. L. (2009). *The Documentary Handbook*. Routledge.

Resources

www.guardian.co.uk/media

<http://www.broadcastnow.co.uk/>

<http://www.televisual.com/>

<http://www.thinkbox.tv/>

<http://www.guardian.co.uk/media/series/mediatalk>

<http://www.bbc.co.uk/radio4/factual/mediashow/>

www.screenonline.org.uk

www.ofcom.org.uk

<http://guru.bafta.org/>

<http://www.digitalnewsreport.org/>

Catch Up

<http://www.channel4.com/programmes/4od>

www.bbc.co.uk/iplayer

<http://www.itv.com/CatchUp/default.html>

Commissioning

<http://www.televisual.com/tvchannel/index.html>

<http://www.bbc.co.uk/commissioning/>

<http://www.channel4.com/info/commissioning/4producers>

[MyStudy@FIE](#)

MyStudy@FIE is FIE's virtual learning environment based on the open-source platform Moodle. Students are required to access MyStudy@FIE for course information, readings, link to resources, assignment submissions and communication with faculty.

FIE's Values in the Curriculum

A unique aspect to FIE's curriculum is our courses reflect an engagement with values of 1) knowledge and inclusivity, 2) ethics and human rights, 3) social and cultural engagement, and 4) sustainability. For information about each of these values and how each of FIE's courses aligns with them, please see [Our Values](#).

Topics

- Britain's Broadcasting Landscape
- Television Formats and Commissioning
- Fiction Genres; News and Current Affairs
- Regulation and Scandal
- Radio and Podcasts
- Digital Interaction, Public Opinion and Governmental Policy
- Global British Broadcasting

Possible co-curricular activities

- BBC Earth Experience
- Black Cultural Archives
- British Library
- BBC News Broadcasting House
- Sky News
- A BBC radio or television broadcast
- Guest speakers from the industry
- Walking tour of locations featured in popular and well-known films and media
- Visits to relevant exhibitions and special events

Academic Integrity

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

[Please see FIE's Academic Integrity Policy in full.](#)

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

Writing and Language Support

FIE's Writing Support Tutors are available to assist students of all levels of expertise with all phases of the writing process. Available year-round and to all students. To book an appointment or for more information visit www.fie.org.uk/wst.

Please note that FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary).

Accommodations for Students

Students who wish to use academic accommodations at FIE can register to do so via FIE's Administration Team, by providing the appropriate supporting documentation. Students who have approved FIE academic accommodations should discuss them directly with their faculty member(s) within or around the first few class sessions, or via email. Exams are facilitated by FIE faculty and students should give 2 weeks' notice to faculty members if use of approved exam accommodations is required. The Administration team can assist students and faculty with liaison and facilitation as needed.

Additional Policies and Resources

Mental Health and Stress Management Support

FIE offers mental health support. If students wish to seek this support, including with FIE's counsellor, simply email studentlife@fie.org.uk. If you have a counsellor from back home that you are seeing, we strongly encourage you to maintain contact with them throughout your time studying abroad with FIE.

Diversity and Inclusivity

FIE regards its housing and classroom facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate, derogatory comments and/or actions, harassment, bullying, victimisation and discrimination are not tolerated. Any such behaviour will be investigated and dealt with appropriately. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work.