



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Visual Journalism				
Module Code	UABPRN-30-2	Level	2	Version	3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Broadcast and Journalism		
Department	Bristol School of Film and Journalism	Module Type	Standard		
Contributes towards	BA (Hons) English and Journalism, Joint Awards up to BA (Hons) Media and Journalism and BA (Hons) Journalism and Public Relations (from 17/18), and the UWE/TU Dual Award Framework.				
Pre-requisites	Until 2017/18: Journalism and Society; Newsgathering From 2017/18: Introduction to Journalism and Public Communication, Civic Journalism	Co- requisites	n/a		
Excluded Combinations	n/a	Module Entry requirements	n/a		
First CAP Approval Date	Nov 2011	Valid from	Sept 12		
Revision CAP Approval Date	June 2016	Revised with effect from	September 2016		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of various ways in which visual journalism is situated and practiced (assessed through components A and B)</li> <li>• Critically engage with current scholarly debates about news and journalism in visual form (assessed through components A and B).</li> <li>• Demonstrate an ability to produce journalistic content (assessed through component A)</li> <li>• Contextualise and critically reflect upon their own journalistic practices (assessed through component A)</li> <li>• Demonstrate a critical understanding of media audiences. (assessed through components A and B)</li> </ul>
Syllabus Outline	<p>This module combines the practice <i>of</i> and the critical engagement <i>with</i> journalism. Students will be introduced to a range of debates as well as advanced writing/production skills with a specific focus on audio-visual journalism. Students taking this module will have learned the basics of theory and practice of journalism and its role in society in year one.</p>

Contact Hours	Contact hours on the module will be scheduled in line with current UWE policy on contact hour requirements. Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.																																			
Teaching and Learning Methods	<p><b>Scheduled learning:</b> The module will be taught through lectures and workshops. Workshops will provide an opportunity to develop students' critical engagement with visual journalism, develop their journalistic practice as well as offer independent but supported time to work on their journalism. The scheduled sessions will enable students to produce visual journalism outside of contact time and reflect on issues illuminated in the process of production.</p> <p><b>Independent learning:</b> This includes hours engaged with essential and further reading, further study, assignment preparation and completion as well as students working individually or in teams on their journalism.</p>																																			
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 792 1369 1182"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 1585 1264 1818"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p><b>Core reading</b> Any core reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library.</p> <p><b>Further reading</b></p>																																			

	<p>All students are encouraged to read widely using the library search, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills Support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Bell, E. (2015) It's time we fought back. <i>British Journalism Review</i>. 26 (1), pp.34-41.</p> <p>Broersma, M. and Graham, T. (2013) Twitter as a news source. <i>Journalism Practice</i>. 7 (4), pp.446-464.</p> <p>Holmes, T., Hadwin, S. and Mottershead, G. (2014) <i>21st Century Journalism Handbook</i> [online]. Taylor and Francis..</p> <p>Iannucci, A. (2015) MacTaggart Lecture 2015: We're all in this together. <i>The Guardian International Television Festival</i>.</p> <p>Lewis, J. (2013 [1991]) <i>The Ideological Octopus: An Exploration of Television and its Audience</i>. London and New York: Routledge.</p> <p>Mitchell, A., Rosenstiel, T., Houston Santhanam, L. and Christian, L., (2012) <i>The Future of Mobile News: The Explosion of Mobile Audiences and a Close Look at what it Means for News</i>. Washington: Pew Research Center for Excellence in Journalism.</p> <p>Ofcom, (2013) <i>News Consumption in the UK: 2013 Report</i> [online]. London: Ofcom.</p> <p>Zelizer, B. (2015) Terms of Choice: Uncertainty, Journalism, and Crisis. <i>Journal of Communication</i>. 65 (5), pp.888-908.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Strategy:</p> <p>The assessment prepares students for the more independent production and critical reflection on journalism required at level 3. It also provides students with the opportunity to advance their critical as well as practical skills developed at level 1. Students will be asked to compile a Portfolio and Critical Appraisal (A1) over the course of the module. Students will be provided with specific briefs for the items to complete and include in their Portfolio and Critical Appraisal. The critical appraisal aspects of A1 will give them to reflect on their practice work and draw explicit connections between their own practice and theory with the aim of raising their awareness of contemporary and emerging forms of visual journalism. The latter is further supported by the Essay (B1) with the emphasis shifting from a consideration of their personal practice to an evaluation of the academic critiques in relation to industry practices in the field of journalistic production and consumption.</p> <p>The Assessment:</p> <ul style="list-style-type: none"> <li>• The specifications of assessment element A1, Portfolio and Critical Appraisal will be reviewed on a regular basis to take recent developments in journalism into account. The Portfolio and Critical Appraisal may be comprised of items produced in teams as well as</li> </ul>

	individually. Element B1, Essay, will have a maximum word count of 2000 words. See the <a href="#">university word count policy</a> .
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Identify final assessment component and element	<b>A1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>70</b>	<b>30</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Portfolio and Critical Appraisal	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Essay	100	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Portfolio and Critical Appraisal	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Essay	100	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		