



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Professional Practice in Journalism | | | | |
| Module Code | UABAL9-30-3 | Level | 3 | Version | 1.0 |
| Owning Faculty | ACE | Field: | Broadcast and Journalism | | |
| Contributes towards | Awards up to BA (Hons) Journalism | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Project |
| Pre-requisites | | | Co- requisites | none | |
| Excluded Combinations | | | Module Entry requirements | none | |
| Valid From | September 2013 | | Valid to | September 2019 | |

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| CAP Approval Date | 24 JUNE 2013 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Identify and appraise the knowledge and skills developed and acquired through work-based learning (A1, A2) Identify and critique start-up digital journalism enterprises (A3) Be aware of issues relating to employment and self employment in relation to current, and changing, industry/professional needs. (A1,2,3) Report on their experiences and integrate their findings with an existing body of relevant literature (A3) Identify the links between the experience of work and the theories and debates which underpin the field of study (A1, A2, A3) |
| Syllabus Outline | <p>This module will help students acquire the skills, attributes, behaviours and knowledge to think entrepreneurially and build templates to manage a portfolio career and the ability to operate as a freelancer. It will build students creative and technical skills by developing an understanding of how their ideas can be transformed into sustainable entrepreneurial concepts. The journalism industry expects graduates to be creative, flexible and innovative, and to bring those qualities to media organisations. Business and entrepreneurial knowledge equips students to navigate the turbulent and seismic shifts in terms of technology, finance, globalization and changes in demand precipitated by digital journalism.</p> <p>The ability to be enterprising on many levels is integral to the modern journalist; skills such as "intuitive decision making, capacity to make things happen autonomously, networking, initiative taking, opportunity identification, creative problem solving, strategic thinking, self-efficacy, etc. are key to managing employment prospects. "Entrepreneurship," skills help students exploit these attributes and use them in order to create a successful business venture.</p> |

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| | <p>By following a model of enquiry-based learning, students are expected to combine knowledge of technology, business and journalism in recognition that increasingly the future of journalism will be shaped by entrepreneurs who develop new business models and innovative projects – either working on their own, with startups, or within traditional media companies. By the end of the module, each student will develop his or her own start-up project, in close consultation with faculty advisers and expert mentors. On the last day of class, students will present their business plans.</p> <p>To achieve this, the module is designed to provide students with a first hand experience of professional practice in the Journalism and related fields. Critical to this process is the concept of creative enterprise and students are directed to consider themselves not only within a framework of business and entrepreneurship but also as creative, imaginative individuals with a unique contribution to make to a sector in need of rejuvenation.</p> <p>Studies have shown that students entering HE courses have a predominantly traditional view of the industry and this module aims to challenge existing assumptions helping to change student perceptions about the skills required in order to build a successful career in journalism while broadening students' views of what it means to be a journalist in the modern age. This means a combination of the learning at work – learning skills, developing career plans, making potentially useful contacts and connections - and learning through work: applying theories, best practice and collaborative approaches to real-life situations and issues.</p> <p>The module begins with a formal introductory session where students can be made aware of potential employers or industry partners. It then continues with a series of guest lectures around the theme of 'journalism futures and new ways of working'.</p> <p>Students then use their initiative to select and negotiate placements over the following two years which will last between 15 and 25 days and need to be completed before the end of the summer.</p> <p>Based on their work experience and research into contemporary journalism enterprises and entrepreneurial start-ups, students explore and summarize in a research report. This self-initiated project provides students with the opportunity to further deepen their business and entrepreneurial knowledge.</p> <p>For the duration of the work placement, students are supported by the teaching team through regular tutorials and workshops.</p> <p>The module concludes with student-prepared presentations that introduce a course-internal audience to the completed work placements. This module is designed to provide students with a first hand experience of professional practice in a field relevant to their subject domain. This means a combination of the learning <i>at</i> work – learning skills, developing career plans, making potentially useful contacts and connections - and learning <i>through</i> work: applying theories, best practice and collaborative approaches to real-life situations and issues.</p> <p>The exact timing of the placement will be decided before allocation to students so that they are fully aware of commitment requirements. Where placements opportunities are identified by students they will be subject to prior approval by the module leader.</p> | | | | | | | | | | | | |
| <p>Contact Hours/Scheduled Hours</p> | <p>The 300 hours of scheduled time are expected to be covered in the following way:</p> <table data-bbox="384 1859 1442 2078"> <tr> <td>Workshops/ events:</td> <td>15 hrs</td> </tr> <tr> <td>Student presentations:</td> <td>15 hrs</td> </tr> <tr> <td>Placement-based learning:</td> <td>140 hrs</td> </tr> <tr> <td>Tutorials:</td> <td>15 hrs</td> </tr> <tr> <td>Self-reflective diary:</td> <td>30 hrs</td> </tr> <tr> <td>Research project:</td> <td>80 hrs</td> </tr> </table> | Workshops/ events: | 15 hrs | Student presentations: | 15 hrs | Placement-based learning: | 140 hrs | Tutorials: | 15 hrs | Self-reflective diary: | 30 hrs | Research project: | 80 hrs |
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| Student presentations: | 15 hrs | | | | | | | | | | | | |
| Placement-based learning: | 140 hrs | | | | | | | | | | | | |
| Tutorials: | 15 hrs | | | | | | | | | | | | |
| Self-reflective diary: | 30 hrs | | | | | | | | | | | | |
| Research project: | 80 hrs | | | | | | | | | | | | |

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| | <p>*Although this is a level three module, teaching will start in Semester 3 and students will be encouraged to take-on placements from the end of their 3rd semester. The module will be formally assessed at the end of semester 6 in the June exam boards.</p> |
| Teaching and Learning Methods | <p>There are four elements of teaching and learning on this module:</p> <ul style="list-style-type: none"> • Workshops to cover a range of appropriate topics. Compulsory preparatory half-day workshop before placement commences. Further workshops that support the aims of the module. Some guest lectures and master classes will also be provided. Research skills, presentation skills and CV development will be key elements in the workshop programme. • Personal tutorials with module tutors to support the development of students' project topics as well as their placement experience. • Placement-based learning in an organization related to the students subject domain. Assessed student presentations based on academic work in progress and experience gained. • Self-Reflective Diary that records information, primary research material, self-reflection and potential research plans during the module. • Self-directed study of a research project. Specific topics will be negotiated and agreed between the module teaching team and the student. |
| Reading Strategy | <p>Core (essential) reading is required for this module and will be indicated from the outset in the module handbook via the module information on MyUWE or by the module tutors. Additional core readings that facilitate exercises and stimulate discussion (and are brief) may be clearly identified during the run of the module, e.g., a topical news article. Students will be given clear guidance on how to access these readings. Digital access will be the preferred option. Further reading is advisable for this module and students are encouraged to explore additional texts held in the library. These include a wide variety of print and online resources. The Library Service's web pages provide access to subject relevant resources and services, and to the library catalogue. A current list of indicative titles of relevance to the module is given in the module handbook and revised annually. Guidance will be provided about how to access further reading and how students can identify relevant sources for themselves. To support students' development of information literacy skills, academic staff and the subject librarian will regularly review provision and support in line with current reading strategies.</p> |
| Indicative Reading List | <p>Briggs, M. (2011) <i>Entrepreneurial Journalism: How to Build what's Next News</i>, Sage, London</p> <p>Brockbank, A. and McGill, I. (1998) <i>Facilitating Reflective Learning in Higher Education</i>. Buckingham: SRHE & Open University Press.</p> <p>D'Souza, S. (2008) <i>Brilliant networking: What the Best Networkers Know, Do and Say</i>. London: Pearson.</p> <p>Deuze, M. (2008) Global Journalism Education. <i>Journalism Studies</i>. 7 (1), pp.19-34.</p> <p>Douglas, A. and O'Neill, S. (2010) <i>The Essential Work Experience Handbook</i>. 3rd rev. ed. London: Gill & MacMillan.</p> <p>Fanthome, C. (2004) <i>Work Placements: a Survival Guide for Students</i> London: Palgrave MacMillan.</p> <p>Guile, D. and Griffiths, T. (2001) Learning Through Work Experience. <i>Journal of Education and Work</i>. 14 (1), pp. 113-131.</p> <p>Handy, C. (1990) <i>Understanding Voluntary Organisations</i>. London: Penguin.</p> |

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| | <p>Howkins, J. 2007 <i>The Creative Economy: How People Make Money from Ideas</i>. 2nd ed. London: Penguin.</p> <p>Jones, J and Salter, S. (2012) <i>Digital Journalism</i>. London: Sage.</p> <p>Morgan, G. (1997) <i>Images of Organization</i>. London: Sage</p> <p>Skillset National Occupational Standards (2010) <i>Managing Your Own Work</i>. Available from: http://www.creativeskillset.org/uploads/pdf/asset_15030.pdf?1</p> <p>Unesco (2007) <i>Model Curricula for Journalism Education</i>. Available from: http://unesdoc.unesco.org/images/0015/001512/151209e.pdf</p> |
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| Part 3: Assessment | |
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| Assessment Strategy | <p>All assessments are summative, but informal feedback and tutorial support will be available to students throughout the module.</p> <p>A1 The reflective diary covers the time span of the work experience. As well as providing an opportunity for students to reflect on their development during the placement it is also where the students develop key resources that will support the research project.</p> <p>A2 The presentation asks students to summarize and critically reflect on their experiences of working in a professional context. The main audience for this is other students on the course. Students are expected to set the socio-economic context of the host/ partner organization, articulate main learning points and begin to outline their research project.</p> <p>A3 The written research project (2 – 2,500) provides the opportunity for students to explore and research in good depth around research into contemporary journalism enterprises and entrepreneurial start-ups,</p> |

| Identify final assessment component and element | Written research project A3 | |
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| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Reflective diary | 20% | |
| 2. Presentation 5-10 minutes | 40% | |
| 3. Research report (2000) | 40% | |
| Component B Description of each element | Element weighting (as % of component) | |
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| Resit (further attendance at taught classes is not required) | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
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| 1. Reflective Diary | 20% |
| 2.Re-written research project (2,500w max) and presentation notes | 80% |
| Component B Description of each element | Element weighting (as % of component) |
| 1. | |
| If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences. | |