

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Digital Communication Management					
Module Code	UABASW-30-2		Level	2	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	Broadcast Journalism		
Department	Film and Journalism		Module Type	Standard		
Contributes towards	Awards up to BA (Hons) Media Culture and Practice, Joint Awards up to BA (Hons) Media and Journalism and BA (Hons) Journalism and Public Relations, and the UWE/TU Dual Award Framework.					
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
First CAP Approval Date	2013		Valid from	September 2012		
Revision CAP Approval Date	17/11/2015		Revised with effect from	September 2015		

Review Date	September 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>At completion of the module, students should be able to:</p> <ol style="list-style-type: none"> 1. Understand the 21st century media landscape 2. Discuss and debate the future of media and communications 3. Demonstrate practical skills in monitoring and analysing online conversations 4. Demonstrate practical skills in creating and curating digital content
Syllabus Outline	<ul style="list-style-type: none"> • The changing media ecosystem • Impact of digital media on politics, organisations and society • Convergence of marketing, media and PR • Changing role and practices of public relations • Digital tools and skills • Best practice guidelines and case studies
Contact Hours	There are three hours per week of classroom time (combining lectures, workshops, seminars and tutorials) across two semesters (ie 72 hours contact time).
Teaching and	The module uses lectures to introduce theories, themes and approaches.

Learning Methods	<p>Seminars will allow students to apply the insights from the lectures to contemporary PR issues taken from a variety of settings and a range of media.</p> <p>Workshops allow students to develop their writing skills across a range of professional styles.</p> <p>Tutorials provide individual assistance with assignments.</p>																																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>30</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: 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><tr><td colspan="4">Total assessment of the module:</td></tr><tr><td colspan="4">Online portfolio</td></tr><tr><td colspan="4">100%</td></tr><tr><td colspan="4">100%</td></tr></table>	Key Information Set - Module data					Number of credits for this module									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:				Online portfolio				100%				100%			
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students will be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on MyUWE or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves.</p>																																									

	<p>e.g. through use of bibliographical databases.</p> <p>A reading pack of relevant documents will be supplied. Students will be expected to keep abreast of developments in the area by reading newspapers, web sites and other relevant material. It is important, and will be encouraged, for students to research for relevant articles in their own time.</p>
Indicative Reading List	<p>Dietrich, G (2014) <i>Spin Sucks: Communication and Reputation Management in the Digital Age</i>, Indianapolis: QUE</p> <p>Earl, S. and Waddington, S. (2012) <i>Brand Anarchy: Managing Corporate Reputation</i>, London: Bloomsbury</p> <p>Grunig, J. (2009) <i>Paradigms of global public relations in an age of digitalisation</i>, PRism 6:2 (pdf)</p> <p>Hallam, J. (2013) <i>The Social Media Manifesto</i>, Basingstoke: Palgrave Macmillan</p> <p>Kent, M. (2010) <i>Directions in Social Media for Professionals and Scholars</i> in Heath, R <i>The Sage Handbook of Public Relations</i>, London: Sage</p> <p>Locke, C. and others (2011) <i>The Cluetrain Manifesto: Tenth Anniversary Edition</i>, Hoboken: Wiley</p> <p>Macnamara, J. (2013) <i>The 21st Century Media (R)Evolution: Emergent Communication Practices</i> (second edition) New York: Peter Lang</p> <p>Naughton, J. (2012) <i>From Gutenberg to Zuckerberg: What You Really Need to Know about the Internet</i>, London: Quercus</p> <p>Paine, K. (2011) <i>Measure What Matters</i> Hoboken: Wiley</p> <p>Phillips, D. and Young, P. (2014) <i>Online Public Relations</i> (third edition) London: Kogan Page</p> <p>Schaefer, M (2015) <i>The Content Code: Six essential strategies for igniting your content, your marketing, and your business</i>, Knoxville: Schaefer Marketing Solutions</p> <p>Scott, D. (2015) <i>The New Rules of Marketing and PR</i> (fifth edition) Hoboken: Wiley</p> <p>Shirky, C. (2008) <i>Here Comes Everybody: The Power of Organizing without Organizations</i>, London: Allen Lane</p> <p>Solis, B (2011) <i>Engage: The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in the New Web</i> Hoboken: Wiley</p> <p>Standage, T. (2013) <i>Writing on the Wall: Social Media – the first 2,000 years</i> London: Bloomsbury</p> <p>Waddington, S. and others (2012) <i>Share This: The Social Media Handbook for PR Professionals</i>, Chichester: Wiley</p> <p>Waddington, S and others (2013) <i>Share This Too: More Social Media Solutions for PR Professionals</i> Chichester: Wiley</p> <p>Online (via UWE library) PR Week. Influence.cipr.co.uk thedrum.com</p>

Part 3: Assessment	
Assessment Strategy	<p>Assessment has been designed so students can show evidence of having gained an understanding of key concepts from the academic and practitioner literature and a mastery of digital content (via the online blog).</p> <p>The classroom teaching enables the development of this conceptual understanding and the mastery of these practical skills by combining traditional lecture material and discussion of readings with practical writing and media workshops.</p> <p>A range of responses is encouraged because students can follow their interests by choosing their own case study organisations.</p> <p>All work is individual for this module.</p> <p>Online portfolio - 3,000 words.</p>

Identify final assessment component and element	Component A1	
% 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)	
Online portfolio (3,000 words)	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Practice portfolio (3,000 words)	100%
Component B Description of each element	Element weighting (as % of component)
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.	