MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Researching Journalism and Public Communication					
Module Code	UABN4T-30-2		Level	2	Version	1.0
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	Broadcast and Journalism		
Department	Film and Journalism		Module Type	Standard		
Contributes towards	BA (Hons) Journalism, BA (Hons) English and Journalism, BA (Hons) Journalism and PR, BA (Hons) Media and Journalism					
Pre-requisites	UACALG-30-1 Newsgathering, UACAJK-15-1Journalism and Society		Co- requisites	*n/a*		
Excluded Combinations	n/a		Module Entry requirements	*n/a*		
First CAP Approval Date	5th February 2015		Valid from	September 2015		
Revision CAP Approval Date			Valid from			

Review Date	September 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. demonstrate a critical understanding of the influences shaping the contemporary public sphere (component B, element 1; component B, element 2) 2. evaluate methods and approaches to researching public communication processes (component A, element 1; component B, element 1; component B, element 2); 3. apply methods appropriately to conduct systematic data collection and analysis(component B, element 2); and 4. plan for a systematic research project (component A, element 1). 5. use a range of context appropriate presentation registers (oral and written) to communicate their ideas (component A, element 1; component B, element 1; component B, element 2)
Syllabus Outline	This module takes a critical look at the contemporary public sphere. It picks up and expands on as well as introduces additional key concepts of the field of study from level 1. It pays particular attention to the changing role public communications professionals, such as journalists or PR representatives, play in the contemporary public sphere, thus facilitates students' ability to reflect on their potential career pathways. To strengthen students' ability to critically evaluate these concepts, the module introduces them to the methodological underpinning of relevant theories' and

	hypotheses' as well as systematic research methods used in this field. The module places a strong emphasis on the transferability of specific methods and approaches from academic to non-academic contexts as well as more generic concerns of project management. Thus the module prepares students to undertake a substantive independent project at level 3 in a range of contexts.
Contact Hours	Scheduled teaching and learning study time comprises 108 hours. • Scheduled contact time consists of 72 hours over the course of the module. Normally, this is scheduled at 3 hours per teaching week, a 1 hour lecture and 2-hour sessions, which depending on topic in a given week will be either conducted in seminar or workshop style. In relation to workshop style content, e.g., the introduction to a specific software programme, the teaching of particular technical skills may have to divert from the standard schedule for pedagogic and/or logistical reasons. Some of this scheduled 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 • In addition to scheduled contact time students are expected to conduct their own fieldwork to collect and analyse data at an average of 1.5 hours a week, i.e., an approximate total of 36 hours over the course of the module.
Teaching and Learning Methods	**Scheduled learning i**ncludes lectures, seminars, practical classes and workshops; fieldwork; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. The following provides a broad indication of how students should structure their independent study time (192 hours) on different learning activities: o Essential reading: 60 hours o Additional scheduled contact time preparation: 24 hours o Further reading: 60 hours o Presentation preparation: 18 hours o Essay write-up: 20 hours o Report write-up: 10 hours
Key Information Sets Information	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.

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	108	192	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

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 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: <table><tr><td colspan="3">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="3">Written exam assessment percentage</td><td>0%</td><td></td></tr><tr><td colspan="3">Coursework assessment percentage</td><td>75%</td><td></td></tr><tr><td colspan="3">Practical exam assessment percentage</td><td>25%</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>100%</td></tr></table>
Reading Strategy	**Core reading and viewing:** Any core reading or viewing 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 or audiovisual materials that are available electronically, or in the Library. **Further reading:** 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. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	Indicative reading list – Provide a list of examples for validation purposes only. Current advice on reading should be provided in annual module handbook and other more frequently updated sources. Blasius, J. and Thiessen, V. (2012) *Assessing the Quality of Survey Data*. London: Sage. Bruhn Jensen, K., ed. (2012) *A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies*. London and New York: Routledge, pp.283-301. Davis, K. & Patterson, D. (2012) *Ethics of big data*. Farnham: O'Reilly. Deacon, D., Pickering, M., Golding, P. and Murdock, G. (2007) *Researching Communications : A Practical Guide to Methods in Media and Cultural Analysis, 2nd Edition*. London: Arnold. De Burgh, H. (2008) *Investigative journalism*. London: Routledge. Emm, A. (2014) *Researching for the Media*. 2 ed. ed. London and New York: Routledge Ltd. Goldacre, B. (2007) When the facts get in the way of a story. *Significance*. 4 (2), pp.84-85. King, N. and Horrocks, C. (2010) *Interviews in Qualitative Research*. Thousand Oaks: Sage.

	Leveson, B., (2012) *An Inquiry into the Culture, Practices and Ethics of the Press*. Report number: HC 780-II.London: The Stationary Office.
	Mayer-Schonberger, V. & Cukier, K. (2013) *Big data: a revolution that will transform how we live, work and think*. London: John Murray.

Part 3: Assessment

Assessment Strategy	Assessment strategy: The assessment strategy prepares students for the in-depth independent project work required at level 3. It also provides students with the opportunity to explore their strength and preferences in these areas and facilitates their making of informed decisions about their focus at level 3. Students will be asked to produce one presentation (10 minutes max; component A, element 1), one essay (2000 words max; component B, element 1), and one report (1000 words, max, component B, element 2). The variety of assessment formats assesses for learning ad echoes the emphasis the module places on the transferability of skills developed in this module between academic and non-academic, industry contexts. The variety develops and draws on a range of presentation registers for written and oral presentation appropriate for these contexts.

Identify final assessment component and element	**Component A, element 1**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation (10 minutes max; in-class)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (2000 words max)	60
2. Report (1000 words max)	40

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Written exam (2 hours)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (2000 words max)	60
2. Report (1000 words max)	40

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.